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This publication is a preliminary bulletin, giving the basic course of study and related learning activities in history and the social sciences for grade one in the City of New York. This bulletin is one of a series designed to provide students from prekindergarten through the 12th grade with a revitalized curriculum in history and the social sciences. The philosophy of the program is summarized into six basic emphases: (1) the teaching of concepts rather than the accumulation of data; (2) providing all students with the values, skills, understandings, and knowledge needed to cope with the pressing social problems of our age; (3) the attempt to incorporate into the curriculum basic concepts drawn from the disciplines of history and the social sciences; (4) the attempt to develop skills and research techniques sequentially; (5) the attempt to provide learning activities that aim at conceptualization through techniques of inquiry and discovery; and (6) the use of multimedia resources rather than the traditional textbook. The bulletin for the kindergarten is abstracted under number PS 001 470, and the bulletin for grade two is abstracted under number PS 001 788. (WD)

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CURRICULUM BULLETIN . 1967-68 SERIES . NO. 2b

SOCIAL STUDIES

GRADE I
LIVING AND WORKING TOGETHER IN THE COMMUNITY

Course of Study and Related Learning Activities

Preliminary Materials

BOARD OF EDUCATION OF THE CITY OF NEW YORK

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GRADE 1: LIVING AND WORKING TOGETHER IN THE COMMUNITY

COURSE OF STUDY AND LEARNING ACTIVITIES

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FOREWORD

This publication, giving the basic course of study and learning activities in history and the social sciences for this grade, is a preliminary bulletin. At the discretion of the assistant superintendent in charge of each school district, it may be designated as the course of study for the district, beginning in September, 1967. In districts continuing with the present course of study, the assistant superintendent may select schools to use this bulletin on an experimental basis. In either case, schools in which this publication is used are requested to send completed copies of the feedback sheets enclosed herein to the district superintendent and to the Office of Curriculum. These reports will guide the curriculum staff in the preparation of definitive courses of study and learning materials.

This bulletin is one of a series designed to provide students at all grade levels — from the prekindergarten through the twelfth year — with a revitalized curriculum in history and the social sciences. Unlike earlier revisions in this field, the new courses of study involve much more than the updating and reshifting of content. As is indicated in greater detail in the Introduction, the new curriculum attempts to incorporate into an effective instructional program the cumulative experience of leading historians, social scientists, and educators. It thus represents a thoroughgoing effort at educational reform and renewal.

The new curriculum, moreover, reflects the complexity and difficulty of the problems confronting contemporary society. The momentous changes which are taking place today make it essential that our pupils be trained to deal with new facts and conditions. Students must learn to cope with rapid technological change and increased urbanization. They must develop an awareness of ways of living which may be different from their own. They must also be strengthened with democratic values and the finest ideals of American life. In short, our students must be provided with the knowledge, understanding, and tools needed to meet the challenges of an uncharted future.

No less relevant to the implementation of the new course of study is the explosion of knowledge which characterizes current scholarship in history and the social sciences. These disciplines now offer rich resources of pertinent wisdom concerning man and his society. At the same time, they provide our students with methods of problem-solving that will help them to use key understandings in adapting to modern cultural, social, and scientific developments. The ultimate goal of the new program is to enable our students to think critically about the crucial problems of our time -- to grow in insight, to weigh issues, and to evaluate alternative modes of action. To achieve this goal, the curriculum emphasizes conceptual learning, creative teaching, and the continuous reinforcement of basic skills and understandings.

The new courses of study require a variety of pupil materials and an in-service program of teacher retraining. In June 1966, all publishers and producers serving our schools were invited to join with us in the preparation of new and stimulating collections of learning materials. Several meetings have been held since that time to keep publishers informed of our progress. To aid in the training of teachers, the Bureau of History and the Social Sciences has prepared a series of television programs which was used in the Spring of 1967 in conjunction with an in-service program of district workshops. During the same period, several citywide meetings were held to facilitate implementation. Similar activities are planned for the future.

Implementation of the new curriculum will vary from district to district, both in the extent of application and in the depth to which the suggestions are used. Individual schools and teachers will make adaptations in the materials to meet special needs. As in the past, teachers and supervisors will subject the new materials to careful analysis and tryout before a final assessment is made. It is hoped that this bulletin will challenge all teachers and students to engage in an unending process of discovery and learning in history and the social sciences.

Helene M. Lloyd
Acting Deputy Superintendent

September 15, 1967

ACKNOWLEDGMENTS

DEVELOPMENT OF THE PROGRAM

The curriculum revision program in history and the social sciences was planned and initiated by the late Joseph O. Loretan, Deputy Superintendent of Curriculum and Instruction. Since July 1966, the program has been under the direct supervision and guidance of Helene M. Lloyd, Acting Deputy Superintendent of Curriculum.

Leonard W. Ingraham, Acting Director of the Bureau of History and the Social Sciences, has coordinated the program since its inception in 1962 and has served as director of the workshops engaged in the production of curriculum materials.

Overall suggestions and plans for the workshops, for pilot-school tryouts and evaluation, and for printing production were made by William H. Bristow, Assistant Superintendent, Bureau of Curriculum Development.

The course of study included in this bulletin is based upon pertinent sections of an earlier publication, Proposals for a K-12 Curriculum in History and the Social Sciences: A Position Paper for Discussion and Review. Issued in September 1964, this document provided guidelines for the revision program as well as a comprehensive description of what might be taught at each grade level. A citywide evaluation of this position paper resulted in a revised scope and sequence, but the basic philosophy of the program reamined unchanged.

PREPARATION AND EVALUATION OF MATERIALS

Two workshops composed of teachers and supervisors produced the basic materials that constitute the courses of study and learning activities for each grade level. The first met during the summer of 1965 to develop initial experimental curriculum materials for the kindergarten through grade ten. Its members were: Kindergarten: Ralph Brande, Ann Codraro, Mary Quintavalle; Grade One: Beatrice Mantell, Rose Risikoff, Helen Weissman; Grade Two: Iona Flamm, Raymond Greenstein, Elizabeth Vreeken; Grade Three: Jack Bloomfield, Deborah Goodwin; Grade Four: Irwin Price, Irving Siegel; Grade Five: Virginia Fitzpatrick, Martin Frey, Mary Strang; Grade Six: Henry Berkman, Aaron N. Slotkin; Grade Seven: Lula Bramwell, Albert Shapiro Harvey Seligman; Grade Eight: Samuel Arbital; Grade Nine: Aaron Braverman, Gene Satin; Grade Ten: Murray Meiselman, Irving Rosenman; Instructional Materials Specialists: Lowell Klein, Harold Marder, Kathryn Moses; Materials Consultants: Edna Bernstein, Dominick Canepa, Pierre Lehmuller, Urlah Roeschler, Edith Tillem.

The materials prepared during the Summer of 1965 were tested in 115 pilot schools during the 1965-66 school year. The evaluation process included visits to pilot schools, meetings with teachers and district curriculum committees, and a careful analysis of feedback. Then, during the spring and summer of 1966, several groups of teachers and supervisors met to prepare more definitive curriculum materials. Participants in the 1966 workshops were:

Grade	Personnel	Title	School
K	Ruth Baylor	Supervisor, Early Childhood	District #3
	Florence Jackson	Acting Assistant Director	Bureau Hist & Soc.Sciences
1	Vivian Ford	Teacher, Early Childhood	P.S. 102 X
	Etta Ress	Research Teacher	Bur. Curriculum Development
2	Raymond Greenstein	Principal	P.S. 130 X
	Elizabeth Vreeken	Curriculum Assistant	District #10
	Etta Ress	Research Teacher	Curriculum Development
3	Jack Bloomfield	Principal	Coleman Junion H.S.
	Irving Cohen	Actg. Assistant Director	Bur.History & Social Sciences
	Elsa Haggarty	Teacher, Common Branches	P.S. 232 Q
	Yetta Haralick	Teacher, Common Branches	P.S. 205 Q
4	Ruth Fishkind	Teacher, Common Branches	P.S. 163 M
	Florence Jackson	Actg. Assistant Director	Bur. History & Social Sciences
	Irving Siegel	Principal	P.S. 188 M

Grade	Personnel	Title	School
5	Samuel Arbital	Teacher, Social Studies	Bur.Curriculum Development
	Adelaide Jackson	Teacher, Social Studies	Wadleigh Jr. H.S.
	George Krieger	Assistant Principal	P.S. 165 K
6	Henry Berkman	Principal	P.S. 111 M
	Tillie Gastwirth	Teacher, Common Branches	P.S. 220 Q
	Aaron Slotkin	Coordinator, Publications	Textbook Office
7	Alfred Freed	Assistant Principal	Goddard Jr. H.S.
	Harvey Seligman	Assistant Principal	Hale Jr. H.S.
8	Samuel Arbital	Teacher, Social Studies	Bur.Curriculum Development
	Sandra Aronowitz	Teacher, Social Studies	Hudde Jr. H.S.
	Milton Greenberg	Assistant Principal	Gershwin Jr. H.S.
9	Leonard Fried	Teacher, Social Studies	John Adams H.S.
	Harriet Geller	Teacher, Social Studies	Manhattanville Jr. H.S.
	Murray Kunkas	Teacher, Social Studies	Gershwin Jr. H.S.
	Sidney Langsam	Chairman, Social Studies	Springfield Gardens H.S.
	Albert Post	Chairman, Social Studies	Sheepshead Bay H.S.
	Erwin Rosenfeld	Teacher, Social Studies	Manhattanville Jr. H.S.
10	Ray De Leon	Teacher, Social Studies	Thomas Jefferson H.S.
	Sol Levine	Chairman, Social Studies	Canarsie H.S.
	Murray Meiselman	Teacher, Social Studies	Tilden H.S.
11	John Bunzel	Teacher, Social Studies	George Washington H.S.
	Marvin Feldman	Teacher, Social Studies	Lafayette H.S.
	Bertram Linder	Teacher, Social Studies	Hughes H.S.
	Bernard Ludwig	Teacher,Social Studies	Jamaica H.S.
	Murray Meiselman	Teacher, Social Studies	Tilden H.S.
	Albert Post	Chairman, Social Studies	Sheepshead Bay H.S.
	Joseph Scher	Chairman,Social Studies	Francis Lewis H.S.
	Maurice Tandler	Teacher, Social Studies	Tilden H.S.
12 (Eco)	Albert Alexander	Teacher, Social Studies	NYC Council Economic Ed.
	Allen Argoff	Teacher, Social Studies	Lafayette H.S.
	Paul Driscoll	Principal	Tottenville H.S.
	Dorothy Gallanter	Teacher Social Studies	Long Island City H.S.
	Walter Harris	Chairman, Social Studies	Port Richmond H.S.
	William Ross	Teacher, Social Studies	Andrew Jackson H.S.
	Jesse Witchel	Chairman, Social Studies	Washington Irving H.S.

Instructional Materials Specialists

Edna Bernstein	Librarian	Bur.Curriculum Development
Barbara Kiefer	District Librarian	Bur. of Libraries
Urlah Roeschler	District Librarian	Bur. Of Libraries
Lowell Klein	Audio-Visual Technician	Bur. of Audio-Visual Instr.
Pierre Lehmuller	Audio-Visual Specialist	Bur. of Audio-Visual Instr.
Harold Marder	Audio-Visual Specialist	Bur. of Audio-Visual Instr.

Additional consultative services were provided by Irving S. Cohen and Florence Jackson, Acting Assist. Directors of the Bureau of History and the Social Sciences; Samuel Polatnick, Principal, Springfield Gardens High School; Philip Groisser, Principal, Grover Cleveland High School; and Patricia Callahan, Elementary School Coordinator, Bureau of Curriculum Development. The workshop reports were edited by Aaron N. Slotkin and Murray Sussman, Principal, P.S. 179 Queens.

During the 1966-67 school year, revised courses of study were tried out in approximately 300 pilot schools throughout the city. At the same time, the 1966 workshop reports were subjected to an intensive evaluation process involving groups of teachers, supervisors, curriculum assistants, district superintendents, parents, community leaders, subject specialists, and other special consultants. The Bureau of Audio-Visual Instruction and the Bureau of Library Services, under the direction of Edward G. Bernard and Helen Sattley respectively, provided bibliographies of audiovisual and library resources. Additional consultative services were given by staff members of the Human Relations Unit, the Bureau of Curriculum Development, and the Bureau of Early Childhood Education under the direction of Frederick H. Williams, William H. Bristow, and Rebecca A. Winton, Bureau directors, respectively.

It is impossible to give individual acknowledgment to all the teachers, supervisors, and staff personnel who have participated in this project since its inception in 1962. Special thanks should go to the formal committees -- the K-12 Ad Hoc Committee which met for nearly two years and pointed new directions; the Deputy Superintendent's Advisory Committee on Scope and Sequence which recommended major proposals for the curriculum; the Task Forces which prepared the statement of basic concepts from history and the social sciences and the skills chart; the committees of teachers and supervisors which assisted the district superintendents in coordinating experimentation and feedback; and the individual teachers and supervisors who evaluated materials during the 1966-67 school year. Grateful acknowledgment is also due the many teachers and supervisors who conducted tryouts of experimental curriculum materials within their schools and who gave invaluable suggestions for their improvement.

CONSULTANTS AND COOPERATING CURRICULUM AGENCIES

Since its inception, the curriculum revision program has drawn upon the findings of several research projects and curriculum programs underway in various parts of the nation. These included Educational Services Incorporated, the Committee on the Study of History at Amherst College, the Industrial Relations Center at the University of Chicago, the Senesh Materials developed at Purdue University, civil liberties resources from the Lincoln Filene Center for Citizenship and Public Affairs, the Greater Cleveland Social Science Program, Sociological Resources for Secondary Schools at Dartmouth University, the World History Project at Northwestern University, the Anthropology Curriculum Study Project, and the experimental programs developed by the Contra Costa (California), the Wisconsin, and the New York State Department of Education.

Grateful acknowledgment is made to the International Programs and Services Division of the New York State Education Department and the Joint Council on Economic Education for grants used in connection with the development of courses of study for Grades Nine and Twelve (Economics). Federal funds were also used in the program.

Invaluable assistance was given at various phases in the development of the program by a number of special consultants. Among them were Dorothy Fraser, Professor of Education at Hunter College; John Griffin, Professor of Urban Studies at the City College; Wilhelmina Hill, Social Studies Specialist at the United States Office of Education; Erling Hunt, Professor of History at Teachers College, Columbia University; Solon Kimball, Professor of Anthropology at Teachers College, Columbia University; John E. Maher, Senior Economist, Joint Council on Economic Education; Mildred McChesney, Chief of the Bureau of Social Studies Education, New York State Education Department; Robert McNee, formerly Professor of Geography at the City College; S. Stowell Symmes, Staff Associate, Joint Council on Economic Education; and Donald Watkins, Professor of Sociology at Brooklyn College.

Special thanks are due Professor Jerome Bruner, Elting Morison, Franklin Patterson and Charles Keller for participating in the series of invitational conferences on history and the social sciences during the 1965-66 school year.

PRINTING PRODUCTION

Aaron N. Slotkin, Editor, was responsible for the design and printing production. Lillian Amdur, Ruth Eriksen, Edythe Kahn, and Elena Lucchini collaborated in the production. Simon Shulman designed the cover.

INTRODUCTION

Philosophy of the Program

The curriculum revision program in history and the social sciences has been guided by several major considerations. These may be summarized as follows:

1. It emphasizes the teaching of concepts rather than the accumulation of data. The revision program has been predicated on the same theory of learning that inspired recent changes in the teaching of science and mathematics. Impetus for the program results from the conviction - held by many scholars and educators - that social studies is often inadequately taught. Much of the traditional content is at variance with current scholarship in history and the social sciences. Too often the subject is presented as a series of "facts" bearing little apparent relationship to the student's concerns and contributing little or nothing to the maturation of his intellectual powers.

If it is to be truly meaningful, instruction in history and the social sciences should focus on the development of critical thinking. The student must learn to "think as a scholar" — to search out and deal with authentic source materials, to use techniques of inquiry and discovery, and finally, to arrive at conclusions supported by evidence. He should not be asked to accept the answers of others to questions he may not fully understand. The hope is that the student will learn to question and probe — to formulate hypotheses and test conclusions in the light of carefully sifted evidence. He will thus be able to perceive the shortcomings of his own generalizations and to modify them accordingly. Rather than learning "facts" as ends in themselves, he will learn what the facts are, how significant they might be, and to what uses they can be put. This program does not suggest that "discovery learning" is necessarily the only route to better teaching. It does, however, pose the question of whether conceptual learning and the use of inquiry techniques offer a more satisfactory educational venture than the traditional "telling" of content.

2. It seeks to provide all students with the values, skills, understandings, and knowledge needed to cope with the pressing social problems of our age. We live in an era of change and challenge, a time when new and complex forces are reshaping our society. Our students must, of necessity, be receptive to change. They must recognize the sources of change and be prepared to deal effectively with issues raised by change. They must also strengthen their commitment to democratic values. Our students should be helped to appreciate not only the worth of the individual but also the importance of basic civil rights, civil liberties, and civic responsibilities.

3. It attempts to incorporate into the curriculum basic concepts drawn from the disciplines of history and the social sciences. The factual data to be derived from the study of history and the social sciences have increased enormously during the past few decades. There is now much more to be learned from each of the disciplines than any one person can possibly learn. Each discipline, nevertheless, offers a set of basic concepts variously known as "key ideas," understandings, or generalizations. These concepts provide a structure around which learning may be organized within each grade and from the prekindergarten through grade twelve. Recent educational research indicates that students can learn significant concepts at the earliest levels of instruction. They may use these concepts, moreover, to organize and apply factual information.

A list of the concepts from history and the social sciences on which this program is based may be found on pages vii through xii.

4. It attempts to develop skills and research techniques sequentially. The social science disciplines provide important tools for analysis and encourage the use of objective, rational methods in the study of contemporary problems. In the new program, the development of fundamental skills parallels the development of concepts. When taught functionally and in a sequential

manner, these skills enable students to relate information to key generalizations. A chart of the basic skills indicating suggested grade placements may be found on pages xiii through xvi.

5. It attempts to provide learning activities that aim at conceptualization through techniques of inquiry and discovery. Understandings are developed as pupils find, analyze, and weigh available evidence - including their own experiences - in the search for truth. In the early grades, the "discovery method" relies largely upon activities in which the child is a participant as well as upon vicarious experiences and illustrative materials such as pictures, books, films, and other media. More challenging materials and methods may be used in the middle and upper grades. Probing discussion questions, careful analysis of primary source materials, case studies of concrete social phenomena, the use of contrasting evidence to underscore man's varied social responses -- these and other strategies are used to obtain pupil interest and to develop understandings. More than the usual emphasis is placed upon inductive techniques of teaching. These techniques may be used with equal advantage in the self-contained classroom, in team teaching, in independently programed study, and with both large and small groups of pupils of varying abilities.

No one method, however, is mandated for this program. Children learn in many different ways. The learning process justifies a variety of techniques or strategies and a wide range of teaching materials.

6. It emphasizes the use of multi-media resources rather than the traditional textbook. The new program requires the use of a variety of materials. Traditional textbooks invite "coverage"; they are geared to expository learning rather than inquiry and discovery. Far more useful are pupil materials which lend themselves to the process of drawing inferences and forming generalizations. These materials require students to find, analyze, and weigh evidence, and to reach conclusions. They secure pupil interest and may be used to develop basic skills and understandings.

Especially useful in the new program are the audiovisual materials of instruction -- motion pictures, filmstrips, maps, globes, transparencies, 8 mm. single-concept films, programed instruction, records, tapes, pictures and other nonbook resources.

An effective program in history and the social sciences depends to a very large extent upon the use of multi-media resources. Differences in the backgrounds, abilities, interests, and learning styles of students cannot be served if only a single type of pupil material is presented.

The Basic Concepts from History and the Social Sciences.

As earlier indicated, (page v), the new program focuses on the development of significant concepts drawn from the disciplines of history and the social sciences.

The concepts listed below represent a careful distillation of key understandings which historians and social scientists associate with their respective disciplines. There is, of course, no universal agreement among scholars as to what constitutes the fundamental generalizations offered by their disciplines. The list provided reflects the concepts generally expressed in the most recent literature of the disciplines.

Although some of the concepts may be grasped without difficulty by students, the majority of the concepts require careful, systematic instruction over a long period of time before they can be understood fully. These concepts are not facts to be taught; they are goals to be reached. If students merely learn to repeat the concepts without first laying the groundwork by the study of related content -- reading, observing, inquiring, forming and testing hypotheses, reaching intuitive and tentative conclusions -- they will acquire only empty verbalisms, to be repeated without comprehension and quickly forgotten. Topics should not, therefore, be introduced by providing students with copies of the concepts.

How should we plan for conceptualization? Each teacher must decide the most effective way of introducing particular themes and related content and of motivating students to approach them with enthusiasm and purpose. As class work proceeds and as students use the materials provided, they should be encouraged to go beyond the initial step of acquiring information. They should be helped to arrive at broad interpretations; to venture intuitive speculations about meanings, implications, consequences; to check hypotheses against available facts; and to recognize the practical need at times for reaching pragmatic decisions without having all the facts. By these efforts, the class will no doubt discover many understandings in addition to those listed. If the concepts are essential to a comprehension of the discipline involved, and if the related content is actually relevant, the concepts indicated for each theme should, at some point during the study of that theme, be arrived at by the class. Of course, the exact phrasing by students will be different from the listing of basic concepts which follows:

History (H)

1. History is a continuous process leading to the present.
    - a. Every event, movement, and institution has roots in the past.
    - b. Customs, traditions, values, and beliefs are passed from generation to generation.
    - c. Man is a product of his past.
    - d. An understanding of the past helps man to comprehend the present and search into the future.
2. Historical events have multiple causes and effects.
    - a. The causes and consequences of historical events are often numerous and complex.
    - b. Historical events may have consequences in times and places other than their own.
    - c. Though history never repeats itself exactly, similar causes tend to produce similar results.
    - d. Chance and accident influence history and impose limitations on predictability.
3. The present influences our understanding of the past.
    - a. Knowledge of the past is based upon artifacts, remains, written records, and oral traditions which have been selected, classified, and interpreted.
    - b. The historian uses the information and interpretations of other historians to construct his own explanation of the past.
    - c. Historians draw from every field of knowledge to improve their understanding of the past.
    - d. Since historians tend to view the past in the light of their own times and culture, the historical record generally reflects the times and culture of the historian.
    - e. Each generation must seek to rediscover, verify, and explain the past for itself.
4. Change is a constant in history.
    - a. Change is an inevitable condition of life.
    - b. Varying attitudes toward change produce conflict.
    - c. Among the processes that have been productive of change are the movement of peoples; the transmission of the cultural heritage to succeeding generations; the appearance and diffusion of new ideas, attitudes, beliefs, and values; new inventions and discoveries; alterations in the physical environment.
    - d. The tempo of change has varied in different times and places; in the recent past, change has taken place at an accelerated pace.

5. Change does not necessarily imply progress.

   a. Progress involves change toward a desired goal.
   b. The goals of society have varied in different times and places.
   c. Progress occurs as men meet the problems resulting from change with varying degrees of success.
   d. Change at variance with desired goals has also taken place.
   e. Civilizations develop as men successfully meet problems arising from change; civilizations decline and disintegrate as men fail to adapt to new circumstances.

Geography (G)

1. Most of man's activities take place on the surface of the earth; many of his activities take place below the surface of the earth; man is rapidly moving toward activities in outer space.

   a. Man's life is affected by relationships between the earth and the universe.
   b. Where man lives influences the way he lives.
   c. As population density increases, the possibility of conflict and the need for cooperation increase.

2. Earth changes man and man changes earth.

   a. Natural occurrences over which man has no control either improve or destroy life and property.
   b. Man has always used the earth's resources for living.
   c. Man must reexamine his geographic environment in light of his changing attitudes, objectives, and technical skills.
   d. Physical and human changes in one part of the world affect peoples' lives in other parts of the world.

3. Geographic factors have a significant role in the life of a nation.

   a. A nation's use of its geography depends upon its political and economic objectives.
   b. No nation is completely self-sufficient.
   c. Conflicts between nations often arise because of geographic factors.
   d. Intensive exploration of the earth and outer space is increasing international cooperation in scientific ventures.

4. Maps and globes are visual representations of the earth or parts of the earth.

   a. Mapping and map analysis are basic tools of geography.
   b. Scale establishes the relationship between what is seen on a map and the actual size and shape of the area.
   c. Map symbols help us read and interpret maps.
   d. Aerial photography is now essential in mapping the physical features and cultural development of an area.
   e. Distances are measured on the surface of the earth and above and below sea level.

5. Regions are organized on the basis of how people use their geography.

   a. A region is a section of the earth which has distinctive physical or cultural characteristics.
   b. Similar patterns of natural resources and man-made geographic features help to identify cultural areas in various parts of the world.
   c. Relationships between cultural areas tend to expand with increased technological development.
   d. The location of key sites (e.g., cities, military bases, farming regions) is based on their role in meeting the needs of the region or even the world.

Economics (E)

1. Human wants are always greater than the available resources.

   a. Relative scarcity makes it necessary to allocate available productive resources to best satisfy peoples' wants.
   b. Wants are individual and collective.
   c. Wants consist of materials, goods, and services.
   d. The economic wants of society are never satisfied.
   e. The conservation of natural resources is necessary for their future availability.

2. In any society choice determines the goods and services produced.

   a. Society must choose between competing desires in order to establish priorities for what our scarce resources can produce.
   b. Income withheld from consumption provides savings. Savings used to produce more goods become investments.
   c. The decision to produce capital goods rather than consumer goods is made possible by savings and investments.
   d. The more a country allocates for the formation of capital, the more it is able to produce.
   e. When resources are used to produce particular goods, the alternative use to which those resources might have been put is the "opportunity cost."

3. Increased productivity makes possible the greater satisfaction of man's wants.

   a. Producers use human, natural, and capital resources to make goods and services.
   b. Specialization leads to great interdependence in the economy.
   c. Specialization and the division of labor make possible greater efficiency in producing goods and services.
   d. Increased interdependence brings about increased trade.
   e. Real increases in production are largely the result of an increase in the worker's ability to produce.
   f. Capital is a key factor in producing more goods.

4. Societies develop economic systems in order to allocate limited resources.

   a. Decision-making on how to use limited resources is the basis of every economic system; e.g., capitalism, socialism, communism.
   b. Economic systems must provide answers to four questions:
      1) What goods and services shall be produced?
      2) How shall goods and services be produced?
      3) How much shall be produced?
      4) Who shall receive the goods and services produced?
   c. Economic systems vary widely in their theory and practice.

5. Changes in a private enterprise economy result from decisions made by consumers, producers and/or government.

   a. In a private enterprise economy such as ours, changes in prices largely determine the use that will be made of resources. Prices are basically determined by the demand for and supply of goods and services.
   b. Consumers will generally choose to purchase with their limited income those goods and services which give them the greatest satisfaction.
   c. In order to make a profit,businessmen tend to produce those products which consumers desire most. Producers try to keep their costs of production down and their profits up.
   d. Income mainly comes from individual contributions to the production of goods or services.

- e. The level of total spending by consumers and the level of investments by businessmen play key roles in determining recessions or prosperity.
- f. Government policies of taxing, spending, borrowing, and controlling credit and money supply have powerful effects upon recessions or prosperity.
- g. The economy grows mainly as a result of decisions of consumers to spend and to save and of producers to invest. Government policies strongly affect this growth.

Political Science (P.S.)

1. Governments exist to make rules for group living.

   - a. Man develops rules and laws to live together.
   - b. Governments are established to do for the individual what he cannot do for himself.
   - c. Governments make rules to promote the interests of society.

2. Man has developed various forms of government.

   - a. Governments differ in the way power is obtained and exercised.
   - b. The nature and structure of governments change.

3. Democracy is a form of government in which ultimate power resides in the people.

   - a. Democracy has evolved from the struggles and experiences of the past.
   - b. The authority of the democratic state is limited by constitutional guarantees and traditions.
   - c. Democratic governments provide protection for the rights of individuals and minority groups.
   - d. In democracies, individuals and groups try to achieve their objectives by means of the ballot, political parties, pressure groups, and the mass media.
   - e. Democratic governments operate on the principle of majority rule.
   - f. Democratic governments have become increasingly concerned with the problem of providing equal rights and opportunities for all.
   - g. Democratic governments make distinctions between free expression of minority points of view (legal opposition) and subversion.
   - h. Democratic living entails duties and responsibilities as well as rights and privileges.
   - i. Active participation by citizens in the process of government helps insure the continuation of democracy.
   - j. Education is considered necessary for strengthening democracy.

4. Governments have grown more complex in response to changing needs and conditions.

   - a. Responsibility is allocated between national and local units of government.
   - b. National and local units of government are interrelated and interdependent.
   - c. As governments and their functions grow more complex, agencies are created to provide additional services.

5. Nations have established international organizations to resolve conflicting interests.

   - a. Nations establish diplomatic and trade relations with one another.
   - b. Nations tend to resist giving up sovereign power.
   - c. Nations organize with other nations to work together to achieve common aims.

6. All men have inalienable rights. —Civil Liberties (C.L.)

   a. All men are born free and equal in dignity and rights.
   b. All men have the right to freedom of conscience and religion.
   c. All men have the right to freedom of thought, opinion, and expression.
   d. All men have the right to life, liberty, and security of person.
   e. All men are equal before the law without distinctions of any kind.
   f. All men have the right to humane treatment and may not be subjected to cruel, inhuman, or degrading punishment.
   g. All men are entitled to the protection of their property against arbitrary arrest, detention, imprisonment, or exile through due process of law.
   h. All men are entitled to the protection of their property against arbitrary acts of government.
   i. All men have the right to assemble and associate peacefully.
   j. All men have the right to vote by secret ballot in periodic and genuine elections.
   k. All men have the right to an education that will insure maximum development and fulfillment.
   l. All men have the right to work, to free choice of employment, to just and favorable working conditions, and to protection against unemployment.
   m. All men have the right to an adequate standard of living.
   n. All men have the right to participate freely in cultural life.
   o. All men have the right to a nationality, to freedom of movement, and to residence within a country.

Anthropology-Sociology (A-S)

1. Human beings are much more alike than different.

   a. All human beings belong to the same species of animal, Homo sapiens.
   b. All human beings have certain basic needs.
   c. There is no necessary relationship between ethnic differences and distinctive behavioral traits.
   d. No significant differences exist in the innate intelligence and capabilities of human beings from varying racial and ethnic backgrounds.
   e. Members of different racial groups show a considerable overlap in abilities.
   f. Racism results from attributing hereditary superiorities or inferiorities to particular ethnic groups.
   g. Racism produces prejudice and discrimination.

2. Man's present material and cultural level is an outgrowth of the accumulated knowledge and experiences of the past.

   a. Societies draw upon ideas from other cultures.
   b. The pace of technological progress and cultural development has been accelerating at an increasing rate.
   c. Technological backwardness is not characteristic of particular ethnic groups.

3. The culture in which a man lives influences his thoughts, values, and actions.

   a. Societies vary in culture.
   b. No scientific basis has been uncovered for determining the superiority of one culture over another.
   c. The diversity of cultural patterns in the modern world makes cultural coexistence essential.

4. The environment in which a person lives greatly affects his opportunities for personal growth and development.

   a. Historical circumstances, not heredity, determine a people's cultural achievements.

b. Cultural contributions are not the monopoly of any ethnic group.

5. Man lives in groups.

a. The family is the basic unit of human society.
b. Family organization has taken different forms in different societies and at different historical periods.
c. Man organizes many kinds of groups to meet his social needs.
d. Group living requires cooperation within and between groups.

6. Man develops social processes and institutions to insure group survival, provide for order and stability, and adapt to the dynamics of change.

a. To achieve its goals, every society develops its own system of values.
b. Men and civilizations have been motivated by moral and spiritual values and beliefs.
c. Children are taught the values, skills, knowledge, and other requirements for the continuance of society by their parents, peers, the school, and other agencies.

The Development of Skills

Fundamental to conceptual learning in history and the social sciences is the student's ability to utilize maps and globes, to locate and gather information, to solve problems, and to participate effectively in group activities. The development of such skills, as we have seen, is an important objective of this program; instruction in this area, in fact, is designed to parallel the grade-by-grade development of basic concepts.

To assist teachers in planning a sequential program of skill development, specific learning activities are presented in this bulletin which provide opportunities for the use of skills in a functional manner.

The chart that follows, which served as a guide for the skills program in this bulletin, should prove useful to teachers in lesson planning. It indicates major social studies skills and the suggested grade levels at which they should be introduced, developed, and maintained. The grade placements indicated are in consonance with recent findings regarding skills in the teaching-learning process. These placements, however, should be modified to fit the needs, abilities, and prior experiences of individual pupils and classes. Teachers may find it necessary to reteach specific skills at various grade levels.

SKILLS IN THE HISTORY AND SOCIAL SCIENCES PROGRAM

*	Grade at which skill is introduced.
---------	Grade at which skill is developed systematically.
- - - - -	Grade at which skill is maintained, reenforced, and extended.

	Prekg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Gr
SPECIFIC MAP AND GLOBE SKILLS		*---Recognizing various kinds of maps and globes							
	*---Orienting One's Direction								
		*---Learning to Make Map Plans							
		*---Devising Symbols for Maps and Globes							
			*---Learning Names of Cardinal Directions						
			*---Becoming Familiar with Map Symbols						
			*---Interpreting Map Symbols						
			*---Interpreting Maps						
				*---Interpreting Product Maps					
				*---Locating Places on Maps and Globes					
				*---Tracing Routes					
				*---Interpreting Topographic Features					
				*---Interpreting Scale of Miles					
				*---Interpreting Weather Maps					
						*---Using Parallels and Meridians			
						*---Interpreting Road Maps - Town -			
						*---Interpreting Outer Space Maps			
							*---Converting Degree o		
							*---Converting Degree o		
							*---Reading Polar Proje		
TIME AND SPATIAL RELATIONSHIP SKILLS	*---Relating Dates and Locations to Personal Experiences								
		*---Making Use of Calendar							
					*---Developing Critical Thinking About Events a				
							*---Developing and Usin		
							*---Placing Related Ev		
							*---Developing Numerica		
							*---Recognizing Geograp		
							*---Classifying Similar		
							*---Making Association		
							*---Establishing a Geo		

THE HISTORY AND SOCIAL SCIENCES PROGRAM

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loped systematically.
tained, reenforced, and extended.

	3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
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inal Directions	----------	----------	----------	----------	----------	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
Map Symbols	----------	----------	----------	----------	----------	----------	- - - - -	- - - - -	- - - - -	- - - - -
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ing Product Maps	----------	----------	----------	----------	----------	----------	- - - - -	- - - - -	- - - - -	- - - - -
Places on Maps and Globes	----------	----------	----------	----------	----------	----------	----------	- - - - -	- - - - -	- - - - -
Routes	----------	----------	----------	----------	----------	----------	----------	- - - - -	- - - - -	- - - - -
ing Topographic Features	----------	----------	----------	----------	----------	----------	----------	- - - - -	- - - - -	- - - - -
ing Scale of Miles	----------	----------	----------	----------	----------	----------	----------	- - - - -	- - - - -	- - - - -
ing Weather Maps	----------	----------	----------	----------	----------	----------	----------	----------	----------	- - - - -
*---Using Parallels and Meridians		----------	----------	----------	----------	----------	----------	----------	----------	- - - - -
*---Interpreting Road Maps - Town - State		----------	----------	----------	----------	----------	----------	----------	----------	- - - - -
*---Interpreting Outer Space Maps		----------	----------	----------	----------	----------	----------	----------	----------	----------
*---Converting Degree of Latitude into Miles			----------	----------	----------	----------	----------	----------	----------	----------
*---Converting Degree of Longitude into Time			----------	----------	----------	----------	----------	----------	----------	----------
*---Reading Polar Projection Maps			----------	----------	----------	----------	----------	----------	----------	----------
iences	----------	----------	----------	----------	----------	----------	- - - - -	- - - - -	- - - - -	- - - - -
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*---Developing Critical Thinking About Events and Dates	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------
*---Developing and Using Vocabulary of Time Expressions			----------	----------	----------	----------	----------	----------	----------	----------
*---Placing Related Events in Chronological Order			----------	----------	----------	----------	----------	----------	----------	----------
*---Developing Numerical Chronology			----------	----------	----------	----------	----------	----------	----------	----------
*---Recognizing Geographic Facts			----------	----------	----------	----------	----------	----------	----------	----------
*---Classifying Similar Geographic Facts			----------	----------	----------	----------	----------	----------	----------	----------
*---Making Associations of Similar Geographic Facts			----------	----------	----------	----------	----------	----------	----------	----------
*---Establishing a Geographic Region			----------	----------	----------	----------	----------	----------	----------	----------

	Prekg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grad
SKILLS IN LOCATING AND GATHERING INFORMATION	*---Recognizing Appropriate Pictures								
		*---Locating Appropriate Pictures							
	*---Telling Main Ideas								
	*---Asking Questions								
	*---Selecting Facts and Ideas								
		*---Using Newspapers and Current Magazines							
			*---Recording Main Ideas						
			*---Locating Books Related to Subject						
			*---Interviewing						
			*---Locating Magazines and Periodicals						
			*---Using Title Page						
			*---Using Table of Contents						
				*---Making Inventories					
				*---Developing a Questionnaire					
				*---Making Outlines					
				*---Using Key Words					
					*---Using a Dictionary				
					*---Using an Index				
					*---Using a Glossary				
					*---Using Encyclopedias				
					*---Using an Appendix				
						*---Using a Preface			
						*---Using an Introduction			
						*---Using Picture and Clipping Files			
						*---Using Topical Listings			
						*---Using an Atlas and a World Alman			
						*---Using a Card Catalog			
							*---Taking Notes		
								*---Using Fo	
								*---Using Cr	
SKILLS IN PROBLEM SOLVING AND CRITICAL THINKING (A) Analyzing and evaluating information	*---Listening Intently								
	*---Identifying Difficulties and Problems								
			*---Interpreting Titles						
			*---Re-reading for Clarification						
				*---Checking With Other Sources					
				*---Differentiating Fact from Opinion					
				*---Determining How to Arrange and Organize Data					
					*---Interpreting Pictures, Graphs, Tables				
						*---Identifying Sources			
						*---Identifying Emotional Words			
							*---Pointing Out False		
							*---Evaluating Speaker's		
							*---Detecting Evidence of		

3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

Subject---

riodicals---

ntories---

a Questionnaire---

ines---

ords---

-Using a Dictionary---

-Using an Index---

-Using a Glossary---

-Using Encyclopedias---

-Using an Appendix---

*---Using a Preface---

*---Using an Introduction---

*---Using Picture and Clipping Files---

*---Using Topical Listings---

*---Using an Atlas and a World Almanac---

*---Using a Card Catalog---

*---Taking Notes---

*---Using Footnotes---

*---Using Cross References---

*---Using Reader's Guide---

tion---

ith Other Sources---

ating Fact from Opinion---

g How to Arrange and Organize Data---

-Interpreting Pictures, Graphs, Tables---

*---Identifying Sources---

*---Identifying Emotional Words---

*---Pointing Out False Ideas---

*---Evaluating Speaker's Qualifications---

*---Detecting Evidence of Propaganda---

	Prekg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Gr
(B) Organizing ideas	*---Recounting Experiences								
			*---Placing Ideas in Order						
			*---Following Directions						
			*---Separating Relevant From Unrelated Ideas						
			*---Keeping to the Point						
			*---Selecting Appropriate Titles						
				*---Listing					
				*---Using Technical Terms					
					*---Describing Important People and Events				
					*---Using Outlines				
					*---Grouping Related Ideas				
						*---Distinguishing Main Points			
						*---Placing Events in Sequence			
						*---Defining and Introducing a Topi			
						*---Using Topic Sentences			
						*---Checking Meaning of Vocabulary			
						*---Presenting Conflicting Views an			
						*---Skimming and Summarizing Materi			
							*---Making Bibliographi		
								*---Making	
(C) Reaching a constructive compromise		*---Seeing Rights as a Majority Rule Principle							
				*---Seeing Cause and Effect Relationships					
	*---Comparing Problems With Previous Experiences								
	*---Recognizing What Inferences May Be Made								
					*---Suggesting Solutions				
						*---Discovering Compromise That Ena Without Destroying Basic Rights			
SKILLS IN INTERPERSONAL RELATIONS AND GROUP PARTICIPATION	*---Engaging in Fair Play								
	*---Taking Turns								
	*---Following Rules and Laws								
	*---Listening to Reason								
		*---Withholding Judgment Until Facts Are Known							
	*---Observing Actions of Others								
	*---Developing Courteous Behavior								
	*---Learning How to Disagree								
	*---Giving and Accepting Constructive Criticism								
	*---Finding Ways to Include Newcomers								
		*---Introducing People							
	*---Inviting People								
	*---Planning and Contributing Ideas								
	*---Dividing Responsibilities								

Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12

m Unrelated Ideas

itles

ical Terms

--Describing Important People and Events

--Using Outlines

--Grouping Related Ideas

*---Distinguishing Main Points

*---Placing Events in Sequence

*---Defining and Introducing a Topic

*---Using Topic Sentences

*---Checking Meaning of Vocabulary

*---Presenting Conflicting Views and Statements

*---Skimming and Summarizing Materials

*---Making Bibliographies

*---Making Footnotes

inciple

se and Effect Relationships

--Suggesting Solutions

*---Discovering Compromise That Enables Progress
Without Destroying Basic Rights and Institutions

e Known

Prekg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Gr
*---Keeping to the Task								
*---Showing Appreciation of Others' Efforts								
*---Making Choices and Decisions								
		*---Handling Interruptions						
		*---Suggesting Alternatives						
		*---Anticipating Consequences of Group Discussion or Action						
			*---Defending a Report					
				*---Suggesting Means of Group Evaluation				
					*---Following Parliamentary Proced			

Adapted from: The State of Wisconsin Social Studies Program, 1964
Thirty-third Yearbook, National Council for the Social Studies

ad	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
es of Group Discussion or Action									
Report									
-Suggesting Means of Group Evaluation									
re	*---Following Parliamentary Procedure								

ogram, 1964
for the Social Studies

Scope and Sequence, Prekindergarten Through Grade Twelve

Unlike earlier revisions in this curriculum area, the new program in history and the social sciences is predicated upon a carefully articulated scope and sequence for all grades in our school system. A major objective in the development of the program has been the elimination of cycles involving the unnecessary repetition of content at each school level.

The scope and sequence provides for an unusual degree of flexibility in the selection of themes and pertinent case studies. In grade three, for example, each of the first five themes may be developed in terms of comparative case studies of cultures other than those indicated in parentheses. In grades five and six, provisions are made for extending the courses of study in such a way as to meet the special needs and interest of students within a district, school, or class. In both grades, basic learnings from the initial themes are applied on a selective basis to the study of additional themes. In the second semester of grade twelve, the school may offer one or more of a variety of courses.

Unless otherwise indicated, it is expected that all themes listed for a particular grade be developed during the course of the year's work. The order in which themes are presented, however, may be altered to suit special needs and circumstances.

PREKINDERGARTEN: ORIENTATION TO THE WORLD IN WHICH WE LIVE

A. Developing Individuality And Self-Respect
B. Relating To People
C. Participating In Responsibilities And Anticipating Future Rewards
D. Observing How Weather Changes Affect What We Do
E. Realizing That Some People And Places Are Nearby And Some Are Far Away
F. Understanding That Some Days Are Special Days

KINDERGARTEN: THE CHILD IN HIS HOME AND SCHOOL ENVIRONMENT

A. We Live Together In The Classroom
B. We Live Together In The School And Its Environment
C. How The Family Meets Its Needs
D. Some Needs Are Met By People Far Away
E. We Adapt To Change
F. We Observe Special Days Together At Home And In School

GRADE 1: LIVING TOGETHER IN THE COMMUNITY

A. People Live In Groups
B. Many Workers Supply Many Services
C. Government Supplies Services To Meet People's Needs
D. Communities Are Interdependent
E. Changes Occur In The Community
F. Communities Observe Special Days

GRADE 2: HOW PEOPLE LIVE IN CITY COMMUNITIES AROUND THE WORLD

A. How People Live In And Around New York City
B. How People Live In Other Cities In The United States
C. How People Live In Other Cities Of The World
D. Communication Brings People Of the World Closer Together
E. Transportation Brings People Closer Together
F. People Around The World Observe Special Days And Customs

GRADE 3: CULTURES AROUND THE WORLD

(Note: Comparative case studies of selected cultural groups
are used in Theme A - E.)

A. How People Live in the Tropical Rainforest
B. How People Live in the Desert
C. How People Live in Grasslands
D. How People Live in Northern Forests
E. How People Live in Mountain Regions
F. How Man Shows His Inventiveness
G. How We Practice Good Citizenship

GRADE 4: AMERICAN PEOPLE AND LEADERS: HOW THE UNITED STATES BEGAN AND GREW

(Biographical Studies of Leaders and Ethnic Contributions)

A. How People Discovered And Explored The Americas
B. How People Settled And Developed Colonies In North America
C. How People Established The United States of America
D. How People Developed Our Nation (to 1900)
E. How People Have Been Leading Us Into The Great Society (since 1900)

GRADE 5: OUR WORLD: GEOGRAPHIC AND ECONOMIC STUDIES

(Note: Grades 5 and 6 comprise a two-year sequence)

A. How The People Of The United States Use Their Geography
B. What The People Of Canada Are Doing With Their Geography
C. How Latin Americans Use Modern Technology
D. How The People Of Europe Are Developing New Economic Relationships In The Light Of Modern Geography
(Select one of the following two themes)
E. How The People Of Asia Are Using Their Geography
F. How The People Of Africa Are Using Their Geography

GRADE 6: OUR WORLD: EARLY CIVILIZATIONS

A. How We Learn About The Past
B. How Modern Man Developed
C. How Western Civilization Developed
(Select two of the following four themes)
D. How Civilization Developed In India
E. How Civilization Developed In China
F. How Civilization Developed In Pre-Columbian America
G. How Civilization Developed In Africa

GRADE 7: AMERICAN HISTORY

A. Why People Moved To The New World (1492-1775)
B. How Permanent Settlements Were Formed In The New World (1607-1775)
C. How The Thirteen Colonies Became One Nation (1660-1789)
D. How America Grew In A Changing Political Climate (1783-1890)
E. How American Democracy Changed In Response To The Needs Of The Twentieth Century (1890 To The Present)

GRADE 8: URBAN GROWTH: CHALLENGES OF A CHANGING SOCIETY

A. Case Study Of The New York Metropolitan Area
B. Urbanization In New York State
C. Urbanization At Home And Abroad
D. Changing Role Of Federalism In Urban America

GRADE 9: WORLD STUDIES: EASTERN CIVILIZATION - REGIONAL STUDIES

(Note: Grades 9 and 10 comprise a two-year sequence in World Studies)

A. Japan
B. Communist China
C. Southeast Asia
D. The Subcontinent of India
E. The Middle East and Moslem Society
F. Sub-Saharan Africa
G. Union of Soviet Socialist Republics: Bridge Between East And West

GRADE 10: WORLD STUDIES: WESTERN CIVILIZATION —HISTORY AND CULTURE

A. The Emergence Of Modern Europe (From The Renaissance To The Rise Of National States)
B. The Industrial Revolution
C. The Growth Of Democracy
D. Nationalism
E. Rise And Decline Of Colonialism
F. Life, Art, Science And Thought In The Nineteenth Century
G. Problems Of War And Peace
H. Live, Art, Science And Thought In The Twentieth Century
I. Current Problems

GRADE 11: AMERICAN STUDIES

A. The Development Of Self-Government In The United States
B. The American People: A Pluralistic Society
C. We Live Together: Social And Cultural Development Of The American Nation
D. Our Nation As A World Power

GRADE 12: FIRST SEMESTER: ECONOMICS

A. An Introduction To Economics And Economic Problems
B. New Methods Of Production Have Led To Improved Living Standards
C. How The Market System Allocates And Distributes Resources
D. How Income Is Distributed In A Market Economy
E. How We Try to Maintain A Growing And Stable Economy
F. Comparative Economic Systems
G. Persistent Economic Problems

GRADE 12: SECOND SEMESTER: ONE OF THE FOLLOWING COURSES

Problems Of Democracy, Modern World Problems, Advanced Placement Courses, Introduction To The Behavioral Sciences, Metropolitan Studies, Modern Geography, African Studies, Asian Studies, Latin American Studies

How To Use This Bulletin

The materials for this grade are arranged in two sections. Section I presents the course of study. It includes a brief introduction, a summary of the course, the course objectives, a list of the major themes, suggested time allocations, and an outline of content. Basic understandings and related concepts from history and the social sciences are indicated for each theme.

Section II contains suggested learning activities and resources. The learning activities are organized around the same themes that appear in Section I and reflect a variety of teaching techniques. Included are samples of instructional materials and specific lesson suggestions. These highlight major concepts and skills that pupils should derive from the learning experience.

Also included in Section II are evaluative suggestions.

Recommendations for Teachers Implementing This Bulletin

1. Read both Sections I and II before planning.
2. Consult the lists of books and audiovisual materials for useful instructional resources.
3. Select and adapt learning activities in accordance with the interests, backgrounds, and abilities of the pupils. (In general, more activities have been provided than most teachers will be able to use within a single year.)
4. Create learning activities for those aspects of a particular theme for which additional activities are desired.
5. Use the evaluative suggestions in Section II to test pupil achievement.

This is a citywide curriculum. Modifications must therefore be made to meet the special needs of districts and schools under the direction of assistant superintendents and principals. Further adaptations will of necessity be made at the classroom level as the teacher plans the daily work for a particular group. These adaptations should, of course, reflect the overall philosophy of the program.

This is also an ongoing curriculum. The curriculum staff will use the feedback sheets attached herein in shaping the definitive courses of study and learning activities. Every effort will be made to develop additional instructional aids as requested by teachers and supervisors.

No curriculum bulletin is ever final. The staff responsible for the preparation of this material looks forward to your continued assistance in the development of a program rooted in sound scholarship; dedicated to the needs of all our children; and reflecting the best judgment and experiences of New York City teachers, supervisors, community leaders, and other groups concerned with educational progress.

COURSE OF STUDY - GRADE 1

TITLE: LIVING AND WORKING TOGETHER

INTRODUCTION

The influence of environment on the social, intellectual, and physical development of people continues throughout adulthood but is most marked in early childhood years. Often before he enters school, the child reflects the insecurities and prejudices of the adults around him. He brings to school a vague awareness of a world beyond the confines of his immediate community. How he and his family are part of the greater community and how he can relate successfully to the various patterns of living which surround him form the content of the program of history and social sciences in the first grade. Drawing upon concepts in various social sciences, the program attempts to clarify and make understandable the similarities in economic, social, and political needs of diverse groups.

For children entering school for the first time, the social studies content serves as an introduction to the many groups which comprise the community. Since the first grade curriculum is sequential to the program in prekindergarten and kindergarten, it pursues the economic, political, and social aspects of community life in greater depth and on a more sophisticated level of understanding than was presented previously.

Time and Depth of Coverage

The first theme, People Live In Groups, is a review and reinforcement of much of the material included in the kindergarten curriculum. The time spent on this topic will depend upon the number of children who have attended kindergarten, the need for reinforcement, the experiental background of those children who are entering school for the first time. Theme F, Communities Observe Special Days, continues throughout the school year and can be enriched by inclusion of the days which are "special" to the groups comprising the school's population. The teacher is influenced by the children's background as she plans for her particular class. There is emphasis in Theme B, Many Workers Supply Many Services, on the economic aspects of our culture. Theme C, Government Supplies Services To Meet People's Needs, is the child's formal introduction to what government is and how he and his family participate in making government democratic.

From the learnings that occur in Grade 1, children may be expected to acquire a readiness for the program in Grade 2, which deals with New York City and its suburbs, and with other urban communities in the United States and around the world.

Improving Skills

The content of the social studies program provides a functional setting for the development of many work-study skills. The child's vocabulary is enriched by the words directly related to facets of community life. His ability to express himself orally is a factor linked to his willingness to ask questions, to join in discussions, and to form simple generalizations.

Map and globe skills develop as the child understands the significance of symbols.

The majority of young children are poor judges of length of time but can often recall a sequence of events, especially within a school day. The teacher builds upon this knowledge of a sequence of activities to an understanding of yesterday, today, tomorrow, and eventually past, present, and future.

Using Learning Resources

Multi-media materials are necessary for learning a variety of skills and for reaching each child through his many senses. Trips and first-hand experiences, where the child is an active participant, provide meaningful learning situations. Films, television, records, pictures, etc., supply additional information needed to reach understandings.

Many of the current books for young children are written with the expressed purpose of developing an understanding of other peoples and of analyzing problems of the modern urban community. Although these books are more in the nature of social studies text books than of literature, they fill a present need and embrace timely subjects. There are many sets of pictures, colored, black and white, or photographs that are now available commercially and can be used to advantage in arousing interest and in stimulating discussion. However, standard mass-produced materials should not be the only source upon which the teacher draws. Material that the teacher makes or collects locally to fill a need specific to his class or to his teaching technique is often equally or more beneficial.

Helping Children Think

The school, as an agency of the community, supplements the home and other agencies with which the child has contact. To a greater extent than the other agencies it is planned solely for the child. The equipment and materials assembled are media to be used in developing the skills and understandings relative to the social studies program.

The teacher's role in stimulating interest, arousing curiosity, and developing habits of perseverance, independence, and critical thinking is crucial. By adroit questioning and discussions she leads the children to evaluate the data they have gathered on class trips or through first-hand experiences. Although she is a source of information for the children, she directs them to other available sources which they can use. She is ready with alternative suggestions and ideas about what to do and encourages the child to work out his own alternative solutions to problems which arise.

Understandings and Concepts

In the first grade, the teacher helps the child arrive at some economic, social and political understandings based on evidence the child gathers from real experiences in the classroom, from trips, and from supplementary materials including a variety of multimedia resources. With the teacher's guidance, the child finds, analyzes, and weighs evidence from the experiences and materials to arrive at simple generalizations, conclusions, and understandings.

The learning activities are organized around key concepts derived from the social studies disciplines. It is not expected that the child in first grade is able to attain these concepts. He can develop understandings which will form a foundation for attainment of the concept as he matures.

Evaluating Progress in Grade 1

What is the effect of a structured program of history and the social sciences upon each child? In evaluating the worth of the program, it is difficult to determine how much the social studies program, as one part of a complex school experience, has contributed to skills in locating and gathering information, to skills in social living, to skills in problem solving. All of these skills have been part of other areas of the curriculum as well. However, because the content of the social studies program is so much a part of daily democratic living in classroom and community, teacher observation can determine whether the attitudes, values, and skills which she taught are being practiced.

Questions and games may be devised to determine the children's growth in understandings and to judge the need for review and reinforcement. The list of skills at the end of the course of study provides a measure against which to evaluate progress.

Pencil and paper tests for the young child depend upon the acquisition of skills not yet fully developed in the first grade and are of little value in judging growth in the content of the social studies. Growth in building a social studies vocabulary, interpreting map and globe symbols, learning the social science approach to daily life is best evaluated through oral discussion, games, and teacher observation.

SCOPE: LIVING TOGETHER IN THE COMMUNITY

A. People Live In Groups

B. Many Workers Supply Many Services

C. Government Supplies Services To Meet People's Needs

D. Communities Are Interdependent

E. Changes Occur In the Community

F. Communities Observe Special Days

OBJECTIVES

The objectives the teacher attempts to achieve in first grade parallel the growth in the child's understandings and the development of skills. The emphasis shifts from the child's immediate school and home environment to the ways in which the larger community functions. The economic and political aspects of community life are highlighted within the bounds of the child's comprehension.

1. To develop the understanding that the family is the basic social and economic unit of life in communities around the world, and that families are much more alike than different.
2. To inspire interest, understanding and pride in home, school and community.
3. To teach that work is important in the lives of all people, and that the division of labor increases productivity.
4. To illustrate how people and communities are interdependent for the fulfillment of their needs.
5. To develop a respect for the similarities and differences among individuals and groups.
6. To help the child understand the role of the government in meeting people's needs.
7. To increase awareness of the significance of changes in community life.
8. To familiarize children (according to their maturity, interests, and ability) with the tools of the social scientists in their approach to problems.
9. To extend children's horizons by firsthand experiences and by the use of many media.
10. To help the child appreciate and practice the ideals of freedom and civil liberties as part of our American heritage.

CURRENT AFFAIRS

Throughout the year, important events that are related to the course of study should be interwoven with the learning and made part of the curriculum. Should an event of unusual significance occur, such as an outbreak of war, a milestone in space exploration, a peace settlement, or a breakthrough in science, provision should be made for teaching about this event even though it is not specifically stated in the course of study or learning activities.

PATRIOTISM

Respect for the symbols of our country is reinforced in each grade.
Learning experiences designed to foster devotion to the ideals of liberty, freedom, and civil rights are integral to history and the social sciences.
Symbols of American freedom to be given emphasis are the Pledge of Allegiance, the Star Spangled Banner, the story of the flag, and the celebrations of holidays.

THEME A: PEOPLE LIVE IN GROUPS

Content Outline

1. People live in families

Families usually consist of parents and children.

Families vary.
Sometimes the father is away; e.g., in the armed forces, working elsewhere.
Different family members may care for the children; e.g., mother, grandmother, etc.
The number of children in families varies.
The age range of the children varies in different families; e.g., number of younger siblings, married sisters or brothers.
The number of adults is different; e.g., grandparents, aunts, uncles included.

Families change.
Babies are born.
Relatives come to live as part of the family.
Mothers, aunts, older siblings go to work.
Fathers, brothers, uncles go into armed forces.
Families are separated; e.g., children live with grandmother.

Members of the family depend on one another.
Some members stay at home and are responsible for the cooking, cleaning, washing, care of young children and of the sick and aged.
Some members go to work to earn money for the family's needs.
Families enjoy many activities together; e.g., in the home, visiting, outings.
Families carry on customs and traditions from earlier times; e.g., types of foods and family celebrations as practiced by generations of Italians, Jews, Orientals, Puerto Ricans, etc.
Families prepare children for adult life; adults and older siblings help children learn at home.

Families around the world are alike and different; e.g., African, Asian, European, Latin American.
Families live in homes.
Families carry on customs and traditions developed in earlier times; e.g., types of foods and family celebrations as practiced by Germans, Italians, Jews, Orientals, Puerto Ricans, etc.
Families prepare children for adult life.
Families make rules involving the safety and welfare of all members.
Families need goods and services that are adequate for a decent standard of living.
Families change.

2. Children go to school to learn in groups and individually.

Children learn at school.
Principal, teachers and other adults help children learn in school.
Children use what they learn in many ways.

Children long ago learned in different ways.
Some children were taught at home; e.g., American Indian.
Schools were smaller and farther away.
Children of varied ages shared the same teacher and classroom.
The materials were different; e.g., slates.

Children in other places learn in many ways; e.g., Puerto Rico, Mexico, Uganda, France.
Some children learn at home.
Some children learn at school; e.g., Uganda, Pakistan.

3. Communities have similar facilities to meet the needs of the people living in them.

Some facilities serve the families in the community; e.g., schools, fire station, library, stores, dental and medical clinics.
Some facilities help people communicate with people in other communities; e.g., post office, buses, trains, roads, telephones.
Some facilities exist only in a particular neighborhood to serve people from many communities; e.g., museums, beaches, zoos, large parks.
Some facilities serve many communities but are controlled from a central place; e.g., electricity, gas, telephones, water supply.

Some facilities in communities far away are similar to those in our country; e.g., schools in Africa, stores in Burma.

Understandings	Concepts
Most people live in family groups.	The family is the basic unit of human society. (Anthropology - Sociology)
Members of a family help one another. People within the community share facilities	Group living requires cooperation within and between groups. (Anthropology - Sociology)
Groups change in many ways.	Change is an inevitable condition of life. (History)
Children learn at home and in school.	Children are taught the values, skills, knowledge, and other requirements for the continuance of society by their parents, peers, the school, and other agencies. (Anthropology - Sociology)

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THEME B: MANY WORKERS SUPPLY MANY NEEDS

Content Outline

1. Families depend on the work of many people to supply their needs.

   Some people provide products; e.g., clothing, automobiles, furniture, food.
   Some people perform services; e.g., carpenter, teacher, store clerk, truck driver.

2. Kinds of work available depends on many factors.

   Climate affects work, e.g., cultivation of sugar cane in Puerto Rico.
   Location affects work; e.g., farms in the country and factories in the city.
   Seasons affect work; e.g., snow removal in winter.
   Education affects work; e.g., go to medical school to become a doctor, go to college to become a teacher.
   Machinery affects work; e.g., learn how to use a typewriter, machines cause unemployment and need for training for a different job.
   When there are more people, then more materials and services are needed.

3. Dividing the work gets it done faster and better.

   Different work needs different skills; e.g.,food processing in Puerto Rico, manufacturing in New York
   Some jobs need skills of many people working together; e.g., construction of bridges and big buildings.
   Every worker is important. The value and dignity of people does not depend on the kind of work they do.

Understandings	Concepts
People do different work to supply different needs.	Wants consist of materials, goods, and services. (Economics)
More food and materials are needed to supply so many people.	Human wants are always greater than available resources. (Economics)
Dividing the work gets it done faster and better.	Specialization and the division of labor make possible greater efficiency. (Economics)
The kind of work available depends on where you live and what you learn to do.	Where man lives affects how he lives. (Geography)

THEME C: GOVERNMENT SUPPLIES SERVICES TO MEET PEOPLES NEEDS

Content Outline

1. People need governments to supply services they cannot supply for themselves.

    People elect government officials.
    People tell the men they elect what they want.
    People can change the laws and the government officials; e.g., by campaigning, by voting, by letting people know of changes needed through mass meetings, demonstrations, posters, delegations, speeches on radio and TV, writing opinions to newspapers, magazines, and government officials.

2. People need services to keep them healthy and safe.

    Government supplies health services; e.g., sanitation, hospitals, clinics, food inspection, water supply, prevention of air and water polution, sewers, etc.
    Government protects people's lives and properties; e.g., fire department, police department, traffic rules, conservation.
    Government provides opportunities for education; e.g., builds and maintains schools for everyone, libraries, museums.
    Government provides opportunities for recreation; e.g., builds and maintains parks, zoos, beaches, swimming pools, playgrounds, picnic areas; offers lectures and concerts; builds roads for pleasure driving.
    Government provides financial assistance to people who can't work and to families who need help; e.g., welfare, public housing.

3. People pay money to the government to pay for all these services.

    This money is called taxes.
    People pay taxes from the money they earn.
      We pay taxes on many of the things we buy; e.g., clothes, candy.
      This raises the cost of the articles to us.
      There are many other taxes; e.g., stamps, amusements, etc.

4. People have a responsibility to use these services wisely and with care.

    Each child can help keep neighborhoods, parks, and beaches free of litter.
    Each child can obey traffic laws.
    Each child can use schools and other public buildings wisely.

Understandings	Concepts
People need rules to live together.	Man develops rules and laws to live together. (Political Science)
We take care of what we use so that it will last longer.	Democratic living entails duties and responsibilities as well as rights and privileges. (Political Science)
If people keep parks and beaches beautiful, more people can enjoy them.	The conservation of natural resources is necessary for their future availability. (Economics)
People cannot do everything for themselves	Governments are established to do for the individual what he cannot do for himself. (Political Science)
People tell the government what they want.	In democracies, individuals and groups try to achieve their objectives by means of the ballot, political parties, pressure groups, and the mass media. (Political Science)

THEME D: COMMUNITIES ARE INTERDEPENDENT
(A Case Study of Food)

Content Outline

1. So many people live in New York City that there is no space to grow food.

2. The food we eat is grown or produced in other places.

   Fish is taken from bodies of water; e.g., seas, lakes and rivers.
   Meat and poultry comes from animals grown on ranches or farms; e.g., meat from the Middle West.
   Fruit and vegetables come from orchards and farms; e.g., citrus fruit from Florida, California, and Puerto Rico, vegetables from New Jersey and Long Island.
   Weather, climate, and seasons affect what is grown.
   Machinery and scientific knowledge help the farmer produce more food.
   Food must be processed so that it does not spoil; e.g., frozen, canned, refrigerated, dried, powdered, etc.

3. Many forms of transportation bring food to New York City.

   We get food from far away by ship, airplane, train, and truck.

4. We buy our food in stores.

   There are different kinds of food stores; e.g., bakery, butcher shop, fish store, vegetable and fruit store, grocery store, supermarket.
   Many people perform many services before we can buy a loaf of bread; e.g., farmer, miller, truck driver, baker, salesclerk.

5. Communities differ in the goods and services they provide.

   The location of a community often affects the type of goods or services it produces.
   People who grow or make our food need us to supply their other wants.
   Many city people work in factories to supply manufactured articles to other communities.

Understandings	Concepts
We all need food, clothing, and shelter.	All human beings have basic needs. (Anthropology - Sociology)
We live and grow our food on the earth.	Most of man's activities take place on the surface of the earth. (Geography)
People want things and services.	Wants consist of materials, goods, and services. (Economics)
Location affects the kind of goods and services people produce.	Where man lives influences the way he lives. (Geography)
The work of each person is important to other people.	Specialization leads to greater interdependence. (Economics)
Each person learns to do something well and quickly.	Specialization and division of labor makes possible greater efficiency in producing goods and services. (Economics)

THEME E: CHANGES OCCUR IN THE COMMUNITY

Content Outline

1. How our community looked long ago.

   Indians were the earliest families.
   Dutch and English people were the early settlers who lived in our community. Many Negroes lived in New York City during the early settlement.
   Later, families came to live here from different parts of the world.

2. How our community grew and changed.

   Many families came to live in our community from other communities in our own country and from other countries; e.g., Europeans, Orientals, Puerto Ricans, Negroes from other states and the Carribean Islands.
   There were changes in the kinds of homes, transportation, communication, and jobs in the community.

3. How our community is changing.

   Homes, schools, and other buildings become old and need to be replaced.
   Some families move into the community, others move out.
   New buildings, highways, stores, and parks are built.

4. How our community may change as we grow up.

   There may be new homes, schools and other buildings.
   Building styles may be different; e.g., different materials, heights.
   There may be new ways of transportation and communication.
   There may be new ways of buying the things we need.
   New inventions and machines may cause other changes.
   Extension of services will be needed; e.g., more water, electricity.

Understandings	Concepts
People have lived in our community for a long time.	History is a continuous process leading to the present. (History)
The people who live in our community come from other communities and other countries.	Among the processes that have been productive of change are the movement of peoples; the transmission of the cultural heritage to succeeding generations; the appearance and diffusion of new ideas, attitudes, beliefs, and values; new inventions and discoveries; alterations in the phsical environment. (History)
Our community changes as people move in and out and new buildings are constructed. Our community will continue to change.	Change is an inevitable condition in life. (History)
People of different cultures celebrate various special days and have different customs.	Societies vary in culture. (Anthropology-Sociology)
We learn to live together at home, in school and in the community.	Democratic living entails duties and responsibilities as well as rights and privileges. (Political Science)

THEME F: COMMUNITIES OBSERVE SPECIAL DAYS

Content Outline

1. We participate in special days relating to family and community events.

   Some special days relate to the seasons; e.g., first day of Spring, Arbor Day.
   Some special days relate to school events; e.g., science fairs, book fairs, Open School Week, Teacher Recognition Day.
   Some special days relate to the family; e.g., birthdays, anniversaries, homecomings, Father's Day, Mother's Day.
   Some special days relate to the community; e.g. Brotherhood Week, Negro History Week.

2. People in the United States celebrate special days commemorating events and people in our country's past and present.

   Some people were part of our country's past; e.g., Christopher Columbus, Indians, first settlers, George Washington, Abraham Lincoln, George Washington Carver.
   Some people are important to our country at present; e.g., the President, astronauts; etc.
   Communities in our country have many special days in common; e.g., Fourth of July, Election Day, American Education Week, Veteran's Day, Thanksgiving.

3. We learn about special days and customs in the cultures of other people.

   We learn about the special days celebrated by children in our class and families in our community: e.g., Chinese New Year, Three King's Day, Channukah, etc.
   We learn about the customs of other countries.

4. We learn the symbols of our country and their meaning.

   We learn what our flag stands for.
   We learn how to salute, display, and care for our flag.
   We sing patriotic songs.
   We visit or learn about patriotic landmarks.

5. We practice democratic living in our class, school, and community.

   We plan together in class, accept majority rule, have opportunities to lead and follow.
   We observe the rules needed in the school for the welfare and safety of all.
   We respect the rights of others in the community and help to conserve the community's resources.

Understandings	Concepts
People celebrate and participate in family and community events.	Customs, traditions values and beliefs are passed from generation to generation. (History)
Children learn about people and events that are important in our country's past and present. Our flag and patriotic celebrations are part of our American heritage.	An understanding of the past helps man to comprehend the present and search into the future. (History)

SOCIAL STUDIES SKILLS FOR GRADE 1

As the child progresses from kindergarten through first grade, he grows in his ability to comprehend the spoken word, to identify the printed symbol, and to express himself orally and in many media. The child's understanding of his role in relation to home, school, and community continues to develop.

The teacher fosters skills in the social sciences in consonance with each child's development. The activities, experiences, and habits of work which are incorporated into the social studies program aim at the achievement of definite growth in skills relevant to social studies and social living.

SKILLS PROGRAM FOR GRADE ONE

(See "Skills in the History and Social Sciences Program" pp. xiii- xvi)

SKILLS TO BE INTRODUCED

Specific Map and Globe Skills

Learning Names of Cardinal Directions
Becoming Familiar with Map Symbols
Interpreting Map Symbols
Interpreting Maps

Skills in Locating and Gathering Information

Recording Main Ideas
Locating Books Related to Subject
Interviewing
Locating Magazines and Periodicals
Using Title Page
Using Table of Contents

Skills in Problem Solving and Critical Thinking

(A) Analyzing and Evaluating Information

Interpreting Titles
Re-reading for Clarification

Skills in Problem Solving and Critical Thinking

(B) Organizing Ideas

Placing Ideas in Order
Following Directions
Separating Relevant From Unrelated Ideas
Keeping to the Point
Selecting Appropriate Titles

Skills in Interpersonal Relations and Group Participation

Handling Interruptions
Suggesting Alternatives
Anticipating Consequences of Group Discussion or Action

SKILLS TO BE DEVELOPED SYSTEMATICALLY

Specific Map and Globe Skills

Recognizing Various Kinds of Maps and Globes
Orienting One's Direction
Learning to Make Map Plans
Devising Symbols for Maps and Globes

Time and Spatial Relationship Skills

Relating dates and Locations to Personal Experiences
Making Use of Calendar

Skills in Locating and Gathering Information

Recognizing Appropriate Pictures
Locating Appropriate Pictures
Telling Main Ideas
Asking Questions
Selecting Facts and Ideas
Using Newspapers and Current Magazines

Skills in Problem Solving and Critical Thinking
(A) Analyzing and Evaluating Information

Listening Intently
Identifying Difficulties and Problems

Skills in Problem Solving and Critical Thinking
(B) Organizing Ideas

Recounting Experiences

Skills in Problem Solving and Critical Thinking
(C) Reaching a Constructive Compromise

Seeing Rights as a Majority Rule Principle
Comparing Problems with Previous Experiences
Recognizing What Inferences May Be Made

Skills in Interpersonal Relations and Group Participation

Engaging in Fair Play
Taking Turns
Following Rules and Laws
Listening to Reason
Withholding Judgment Until Facts Are Known
Observing Actions of Others
Developing Courteous Behavior
Learning How to Disagree
Giving and Accepting Constructive Criticism
Finding Ways to Include Newcomers
Introducing People
Inviting People
Planning and Contributing Ideas
Dividing Responsibilities
Keeping to the Task
Showing Appreciation of Others Efforts
Making Choices and Decisions

SUGGESTED LEARNING ACTIVITIES

THEME A: PEOPLE LIVE IN GROUPS

The learning activities are suggested, not prescribed. They are included to guide the teacher in the selection of experiences and materials by means of which the child may gather and analyze data. In addition to the suggested activities, each community has its own special sources of activities The teacher uses these local resources to enrich the program and to unite school and community in the learning process.

Individual and small group instruction, in addition to whole class participation, provides opportunities for each child to explore and gain understandings consonant with his abilities. Suggestions for independent learning activities, as well as for whole group participation, are included as an integral part of the techniques of helping young children learn.

The content of the first theme is directed toward developing the child's awareness of the many groups which comprise a community, of the diversities and similarities among family groups and among communities. The child is helped to see his role as a member of a family group, of a school group and of other community groups. His attention is directed to the many community facilities which he and his family share with other families in the community and with other communities.

THE TEACHER	THE CHILD
PEOPLE LIVE IN FAMILIES	
Provides pictures of family groups. Encourages children to identify the various family members and their roles in the family group.	Learns to look at picture to secure specific information.
Families and Friends, Dansville, New York; F.A. Owen Publishing Company, 1967.	
Who are the people in these families?	Identifies family members orally.
What are some of the things they are doing for one another?	Notes how they are helping one another.
Supplies words, printed in manuscript on oaktag cards; e.g., father, mother, grandfather, grandmother, brother, sister.	
Reads appropriate card aloud as child identifies family member in pictures.	Connects printed symbol with picture.

THE TEACHER	THE CHILD
Suggests that children draw a member of their family. Helps each child find the card with the word matching his picture.	Makes a decision as to which family member to draw. Develops awareness that there is a difference in the meaning of the cards.
Plays a game with the family word cards. Chooses a child to pick a card and hold it up for all to see. Children who have drawn that family member, stand and show their pictures.	Recognizes the card applicable to his drawing.
FAMILIES CHANGE	
Selects story about an addition to the family through birth of a baby. Marjorie Flack, The New Pet, New York: Doubleday, 1943.	
Who was the new pet? How many people were in the family before the baby came? How many people were in the family after the baby came? Was the family larger or smaller after the baby came?	Is pleased with the surprise. Notes that the coming of the baby changed the size of the family.
How do you think that the coming of the baby changed some ways of doing things in the family?	Realizes that other changes in family life needed to be made; e.g., be quiet when the baby is asleep.
How many children have or expect a new baby in their families?	
Why will you be happy to have a new baby in your family? What changes will you make in your house when the new baby arrives?	Expresses opinions of the baby as a pet, of himself as big brother (sister). Perhaps he will share his room with the baby.
Chooses a lullaby. Continues discussion about the child's new role when a baby comes.	

THE TEACHER	THE CHILD
What are some of the ways you can be a good big sister (brother) to the baby?	Realizes that he has an important role as big brother (sister).
Why would your mother and the baby both like it if you could sing a lullaby to the baby?	Interested in learning something he can put to use at home.
Sings to children.	
Rock a bye baby in the tree top,	
When the wind blows, the cradle will rock.	Is amused by humor of verses. Understands that the song emphasizes the mother's concern for her baby.
When the wind stops, the cradle will fall,	Enjoys participating with group in singing.
Down will come baby, cradle and all.	
Invites a mother to bring an infant into the classroom for a visit.	
Leads children in singing the lullaby to the baby.	Enjoys using song for a functional purpose.
Discusses the way a new baby needs help.	
Can the baby talk, walk? Who will feed the baby?	Realizes baby's helplessness. Understands the mother's extra chores.
Who will prepare the meals for the rest of the family? How can you help? How does a father help?	Suggests things he and father can do to help.

THE TEACHER	THE CHILD
Asks children to bring photographs of themselves when they were babies and of themselves today.	Asks parent to search for photographs. Sees how he has changed since he was a baby.
Mounts pairs of pictures on bulletin board at children's eye level so they may observe them closely.	Compares changes in appearance between baby and child.
After a few days, removes pictures from bulletin board and places all pictures in a large box. Arranges for use as a small group activity. Suggests that two or three children match the baby photographs with the corresponding photographs of class members.	Realizes that everyone was once a baby. Realizes extent of change through the difficulty in matching pictures. Generalizes that changes occur as people grow older.

THE TEACHER	THE CHILD
FAMILIES ARE ALIKE, YET DIFFERENT	
Places on display in library corner books containing pictures of family groups in other countries.	Is attracted by change of books on library table.
Calls attention to the new books. Plans routines with class for times to look at books individually or with another child; e.g., when other work is completed or in free period.	Feels free to use books. Is motivated to finish work with dispatch. Enjoys sharing book and comments with classmates. Observes differences in clothing of families in other countries.
After a few days of exposure in library corner, shows the same pictures of family groups to the class.	Enjoys expressing to class comments upon something with which he is familiar.
Families and Their Needs Morristown, New Jersey; Silver Burdett Company, 1966, pp. 6, 10, 11, 12.	
Can you find the mother, (father, sister, brother, etc.) in each of these families?	Identifies family members despite differences in clothing worn in other countries.
Which families are larger (smaller) than your family? Which family has members similar to your family; e.g., grandparents, baby, etc.	Becomes more adept in seeing details of similarities and differences. Makes comparison of own family with other families. Accepts differences in families.
Why do people live together in a family? Who is taking care of the baby in each of the families?	Is aware that the family supplies food, clothing, shelter, care, and affection.
How do families show they are happy when some member who has been away comes home?	Recalls incidents when family members were welcomed home.
What did you do when your mother came home from the hospital with the new baby? What did you do when your father (brother, uncle, cousin) came home from the army?	Remembers how family members were missed at home during their absence. Understands that affection is a family bond.
What happened when you came home from camp?	Realizes that he, too, is a family member whose return is a joyous time for his family.
Prepares a game that indicates that not all fathers do the same kind of work.	
Discusses occupations of fathers, uncles, or brothers.	

THE TEACHER	THE CHILD
Forms circle with children, asks for a volunteer to go into center. Sings with children.	Child in center names an occupation and pantomimes his choice of activity for the group to imitate.
To tune of Did You Ever See A Lassie?	
Did you ever see my father, my father, my father, Did you ever see my father? A carpenter is he. Go this way and that way, Go this way and that way, Did you ever see my father? A carpenter is he.	Becomes aware of differences in occupation of men in different families; e.g., taxi driver, fireman, waiter, barber, painter, etc. **Realizes that each occupation is important.** **Understands that each person is contributing a needed service.**
(Substitute uncle or brother for father if desired.	
Substitute mother, aunt, or sister and appropriate activity for variety.)	Becomes aware of differences in occupation of women in different families; e.g., hairdresser, waitress, sales woman, cashier, etc.
Supplies colored construction paper, drawing paper, small pieces of various fabrics, paste, scissors, crayons. Suggests that children make a collage, on a sheet of construction paper, depicting the members of their families.	Uses fabrics creatively. Learns to work alone. Follows accepted class routines and rules in taking and returning materials. Works quietly and shows consideration for others.
Calls upon a few children to tell the members in their families.	Thinks of the members of his family to be included on the collage. Realizes his family may be different from others.
Saves incomplete collages to be finished at another time.	Observes that teacher values quality of work above speed.
Prepares a composite chart of children's work.	Contributes to class project.
Helps children label each picture; e.g., Juanita's Family,William's Family.	Labels picture with much or little teacher's help, according to his ability.
Asks children to suggest title for chart.	Suggests titles. Listens to titles suggested by other children.
Labels chart with title chosen by majority vote; e.g., Families in Our Neighborhood.	Accepts majority decision on choice of title. Reads title aloud.
Which is the largest family? Which family has the most children?	Observes and compares families. Notices that families vary in number of children, ages of members, etc.
Which families have grandparents?	
How do you become friendly with the other families in our neighborhood?	Suggests they greet each other, children go to school together, etc.
Why is it good for different families to be friends?	Realizes it is pleasant to have friends, that neighbors can be helpful.
About how many families live in your house (or on your block)? Are they all just like your family?	Appreciates the large number of different kinds of families who make up a community.

MEMBERS OF THE FAMILY DEPEND ON ONE ANOTHER

THE TEACHER	THE CHILD
Arranges for a trip to a prekindergarten class where young brothers or sisters attend.	
Discusses with class number and location of prekindergarten room. Prints number of room on chalkboard.	Identifies own room number. Observes difference in other number.
Plans route with class. Uses blocks as symbols for doors of various other rooms children will have to pass. Chooses a child to lead the class in the route decided upon.	Suggests direction in which to go. Arranges blocks in accordance with directions discussed. Watches to see that route decided upon is followed.
Upon return from the trip, asks:	
What can we do for ourselves that these children cannot do? If the mother works, who takes care of them? Who takes care of you, if your mother works?	Recognizes how fathers, grandmothers, aunts, friends, older siblings often substitute for the mother.
Reads story and shows pictures simultaneously. Peter Buckley and Hortense Jones, *William, Andy and Ramon*, New York: Holt, Rinehart and Winston, Inc., 1966, Unit 1.	
How did the family get help when the mother went to work? Why was everyone **happy** to have the family get bigger?	Realizes family members help one another and are loyal. Understands that children need care.
How did William's mother help the family? How did William's grandmother help the family?	Sees that family members help in different ways.
What do you think the family might do with the money the mother earns? Could the mother save the money for when William and Karen go to college? What else might the family need the money for someday?	May suggest buying auto, television set, etc. Listens to choices of other children. Becomes aware of alternative uses of extra income.
Helps children discover that although each family may be composed of different members, the members provide care and affectionate concern for one another.	
Provides rubber hand puppets representing family members.	Enjoys manipulating puppets. Overcomes shyness in speaking before a group.
Board of Education of New York City, "G-1" List, Item No. 61-1872, 5 family members, White 61-1882, 5 family members, Negro 61-1892, Grandmother, White 61-1902, Grandmother, Negro 61-1912, Grandfather, White 61-1922, Grandfather, Negro	
Suggests family situations involving different family members; e.g.,	Becomes aware that other family groups may have different members than his own.
It is time to come to school. Who will stay with the baby while big sister (brother) takes you to school?	May show that grandma or mother or father stays with the baby. Uses appropriate puppets to show what happens in his family.
You fell and bruised your knee. Who will take care of it for you?	Discovers that different situations exist in different families.
Mother is going to work. Who will fix	

Discusses with class number and location of prekindergarten room. Prints number of room on chalkboard.	Identifies own room number. Observes difference in other number.
Plans route with class. Uses blocks as symbols for doors of various other rooms children will have to pass. Chooses a child to lead the class in the route decided upon.	Suggests direction in which to go. Arranges blocks in accordance with directions discussed. Watches to see that route decided upon is followed.
Upon return from the trip, asks:	
What can we do for ourselves that these children cannot do? If the mother works, who takes care of them? Who takes care of you, if your mother works?	Recognizes how fathers, grandmothers, aunts, friends, older siblings often substitute for the mother.
Reads story and shows pictures simultaneously. Peter Buckley and Hortense Jones, William, Andy and Ramon, New York: Holt, Rinehart and Winston, Inc., 1966, Unit 1.	
How did the family get help when the mother went to work? Why was everyone **happy** to have the family get bigger?	Realizes family members help one another and are loyal. Understands that children need care.
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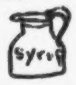
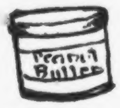
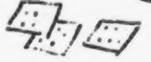
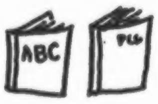
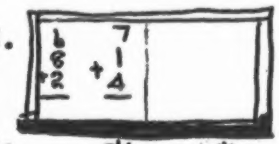
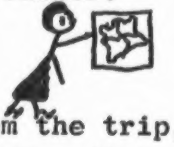
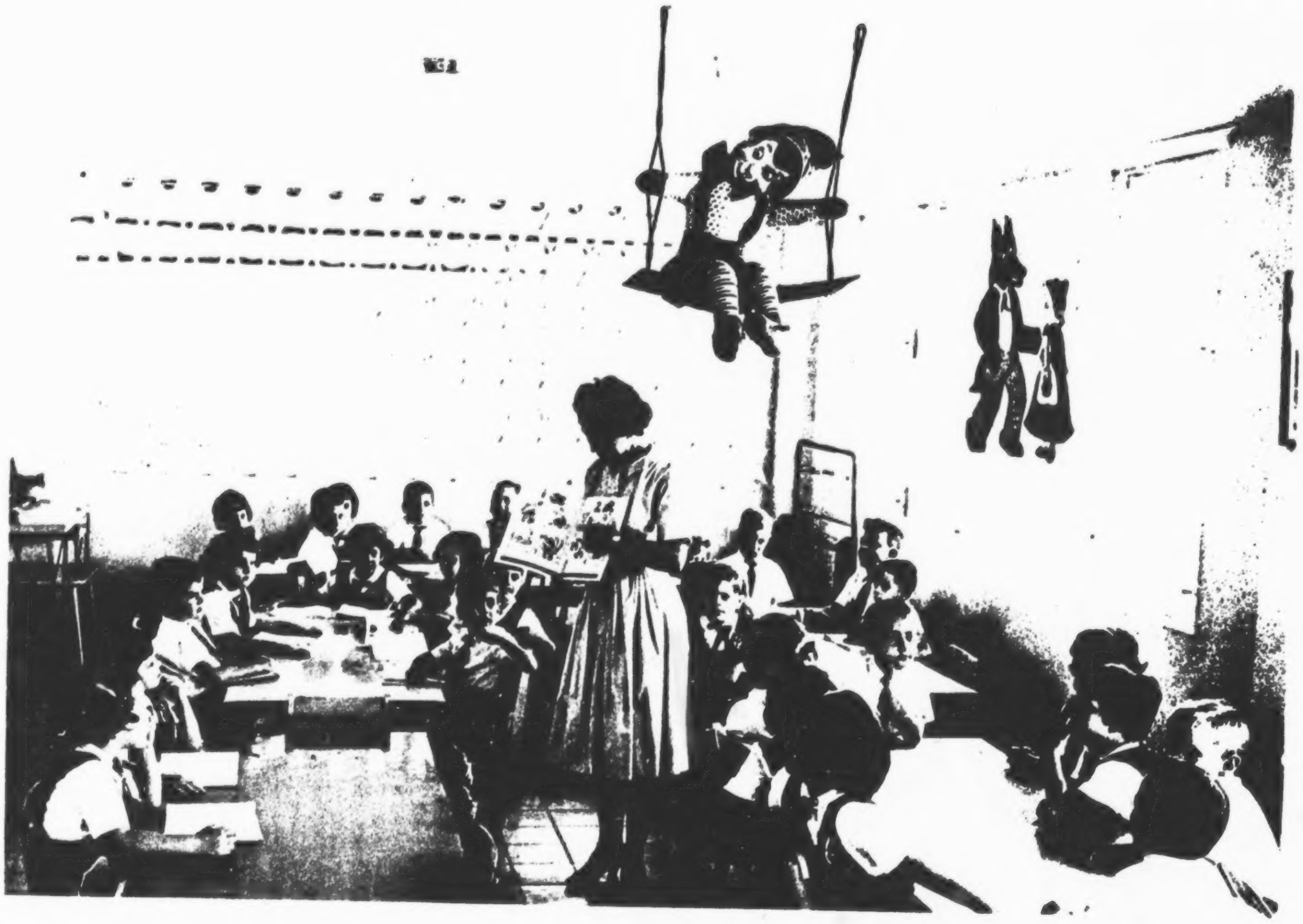
It is time to come to school. Who will stay with the baby while big sister (brother) takes you to school?	May show that grandma or mother or father stays with the baby.
You fell and bruised your knee. Who will take care of it for you?	Uses appropriate puppets to show what happens in his family.
Mother is going to work. Who will fix lunch?	Discovers that different situations exist in different families.
Encourages children to dramatize own family situations.	Understands that family members are not the same in every family. Realizes that all members care for one another.

THE TEACHER	THE CHILD
CHILDREN LEARN AT HOME AND IN SCHOOL	
Invites two or three mothers to visit the class to tell some of the things they teach their children at home; e.g., good manners, cleanliness, helpfulness. Encourages children to ask mothers questions.	May recognize the visitors as neighbors. Discovers a connection between home and school. Is aware that the teacher respects the mothers and what they teach. Understands that what he learns at home is important.
When visitors have finished speaking, asks children to tell things their mothers taught them. Chooses one of the items mentioned in class; e.g., going on errands or preparation of food.	Listens to what other children tell. Discovers many things he can learn at home. Mentions additional activities; e.g., errands he has done, food he has helped to prepare.
Would you like to show how well you learned to market? Would you like to show how well you learned to fix a snack?	Suggests class and teacher go to store together. Anticipates showing to teacher skills he has learned at home.
Plans simple snack menu with class; e.g., chocolate milk, peanut butter on crackers.	Suggests foods he likes.
Makes list on chalkboard of items needed as children dictate them.	Observes teacher write word he dictates. Reads completed list aloud.
Where can we get these foods?	Suggests class use school milk and buy the other items at a supermarket or grocery store.
How much of each item shall we buy?	Estimates quantities.
How much does your mother buy for the family?	Uses knowledge gained from home.
How many people are in your family?	
How many people are in the class?	Compares numbers of people in family and in school group.
Do we need more or less food?	Estimates amount needed with greater accuracy than previously.
How can we find out how much these foods cost?	Is aware that prices of foods are marked in store.
Provides rexographed shopping list for each child.	
Shopping List	Reads shopping list aloud.
chocolate syrup 	Uses illustrations as cues to symbols, as needed.
peanut butter 	
crackers 	
Suggests that he look at the prices of these items when in store with mother or when on errand for her.	Reads prices and labels in store. Refers to shopping list.

Plans with class to go on trip to buy the food.	
In which store shall we shop?	Suggests a store with which he is familiar.
Where is the store located?	Gives name of street or identifies location in some way.
How shall we get there?	Gives approximate route.
Provides flannel board and felt cut-outs representing school, houses, stores, traffic lights, street signs.	Enjoys handling colored felt pieces. Discovers that they stick to the flannel board.
Puts flannel board flat on floor or table as children work out the route. Raises flannel board to upright position when route is completed.	Sets up route from school to store on flannel board.
Introduces idea that such a plan is often called a map.	Understands that another name for the plan is "map."
Who has seen a member of his family use a road map when taking a ride to the country in the car?	Recalls other maps he has seen.
Why do we use a map?	Is aware that a map gives a picture of the location of a place. Sees that a map can help find one's way.
Upon arrival at store, reads signs and labels aloud with children. Reminds children to check shopping list for items needed.	Finds section of store where items wanted are displayed. Checks items on his list.
Designates children to push shopping cart, pay cashier, watch prices as rung up on cash register, check on change received.	Watches prices appear on cash register. Takes salescheck back to school. Uses information and learnings gained from mother for benefit of class.
Is this the way your mother buys and pays for the food for the family? What, if anything, does she do differently from the way we shop?	Discovers similarity between mother's marketing experience and his own.
Upon return to school, suggests that items be put away for use on the following day, when more time is available for a leisurely snack.	Realizes that time limits what can be done in school in one day. Develops control in planning for another day. Anticipates a pleasant school experience.
Next day plans for snack preparation with class.	
Why must we wash our hands before we prepare the food?	Understands the rule is based on need for cleanliness.
Assigns small groups to perform the various activities involved.	Realizes that many people working together can complete a job.
Who will mix the chocolate milk? Who will set the table? Who will arrange the crackers? Who will spread the peanut butter? Who will serve the snack?	Works cooperatively with other members of his small group. Enjoys participating in a joint activity.
All participate at clean-up time.	Accepts responsibility of clean-up after a good time.

CHILDREN COME TO SCHOOL TO LEARN

THE TEACHER	THE CHILD
Arranges trip to several higher grades in school. Discusses with children ways in which they can find out what the children are learning.	Observes routines and rules accepted on previous trips.
How can we tell whether it is mathematics or reading? How can we know what they did on other days?	Becomes aware of differences in numbers and letters. Is conscious of need to look at many parts of room.
Prepares a simplified chart of children's suggestions. Includes stick figure illustrations as cues to insure that all children will understand the chart. Reads chart aloud with class. Asks individual children to read chart aloud.	Contributes his own ideas of what to look for. Is pleased if his ideas are praised or included. Listens to the suggestions of other children. Judges worth of their ideas.
A Visit To Another Class Look at the pictures. Look at the books.  Look at the writing. Look at the chalkboard.  Listen to the children. Listen to the teacher. 	Participates in reading chart. Understands why he is going on the trip. Knows what information he seeks and where to look for it. Enjoys a visit to another part of the school. Becomes aware of what children do in other classes.
Upon return from the trip, asks: What were the other children doing?	Notes that they were reading, writing in notebooks, doing mathematics on chalkboard, having a science lesson, etc.
Which of these activities do we do in our class?	Is aware of what he is learning.
Do you learn some of these subjects at home?	Notes that children have homework.
Displays pictures of school children in other places. (Figures 1, 2, and 3.) Going To School Around The World New York: UNESCO Publications. (Includes 17 black and white photographs with suggestions for discussion on reverse side.)	
Which school is similar to our school? Which school has more (fewer) children than our school? Why are some schools conducted outdoors?	Discovers that schools differ in size, kind of building, number of pupils, and varieties of learning materials.



A first grade-class in Puerto Rico

Figure 1.

Jack Manning, Young Puerto Rico, Dodd Mead and Co., 1962
Used with permission.

JUST LIKE US! (Uganda)

What are some things you recognize in this classroom?

Let's play a song on our rhythm band like one these children would be playing. What song will it be? What nursery rhyme could we choose?

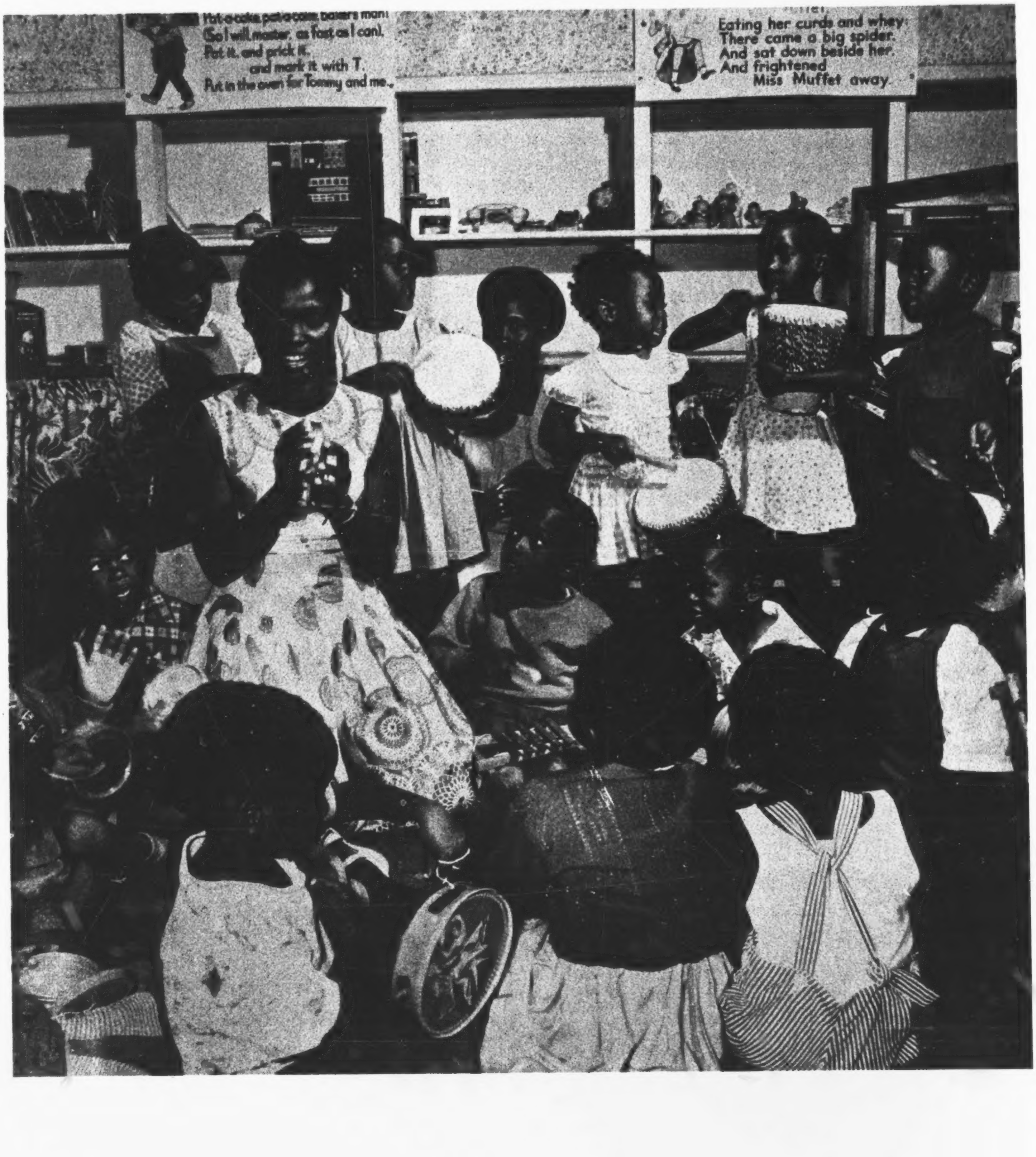

Pat-a-cake, pat-a-cake, baker's man!
(So I will, master, as fast as I can).
Pat it, and prick it,
and mark it with T.
Put in the oven for Tommy and me.
Eating her curds and whey:
There came a big spider.
And sat down beside her.
And frightened
Miss Muffet away.

Figure 2. By permission of United Nations

A SCHOOL IN PAKISTAN

How do we know this is a school?

What are the children learning?

Why do the children sit on the floor?

Is there any way in which we can help children of other lands to have better school supplies and better schools?

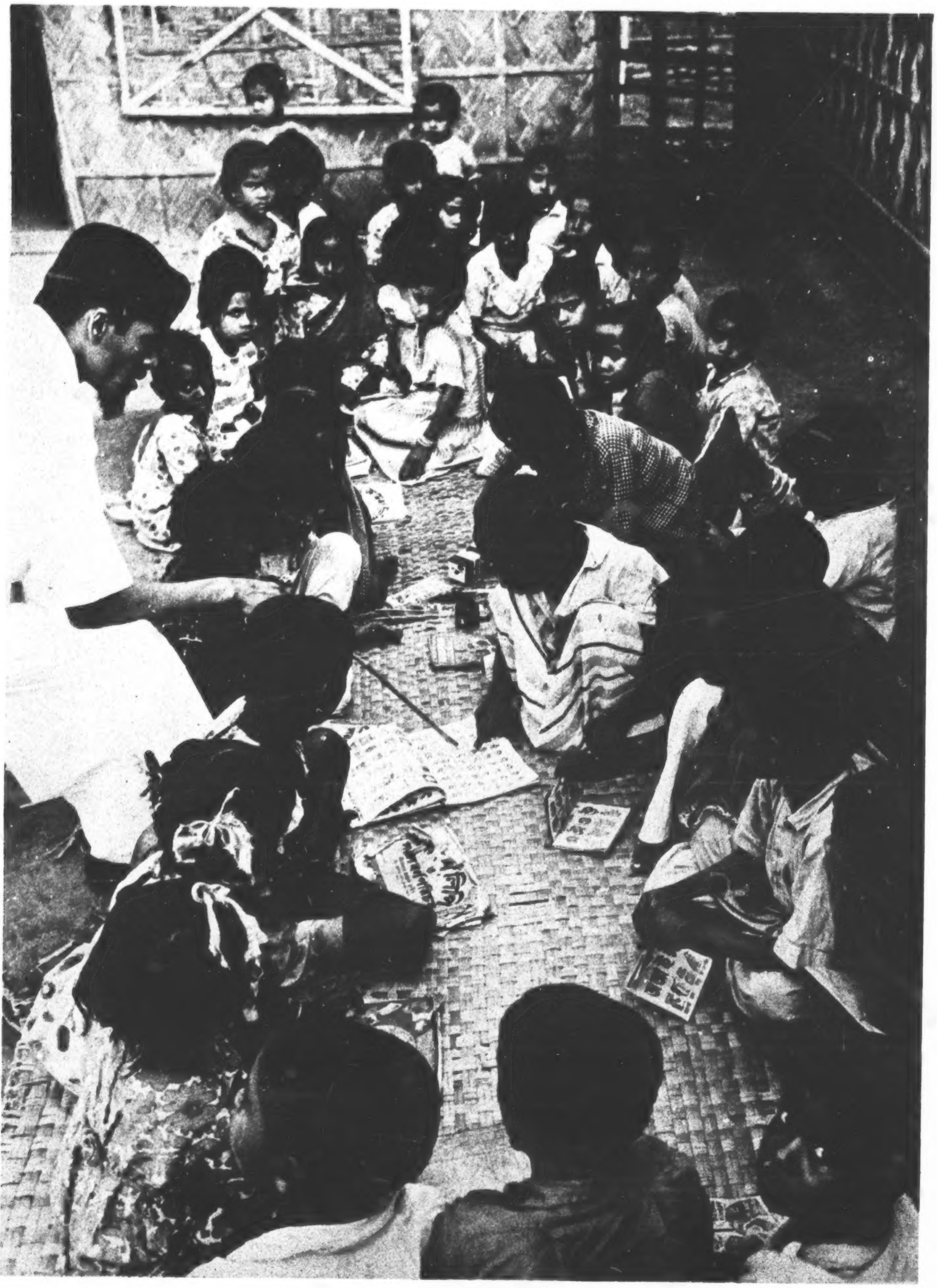


Figure 3.

By permission of United Nations.

THE TEACHER	THE CHILD
Which of these schools do you think you would like to attend? Why?	Sees values in other schools.
What do you think that these children are learning? Why aren't they learning to speak English as we do?	Gathers information from the pictures. Realizes that there are other languages used in other countries.
Displays globe. Identifies globe as a picture of the world.	Becomes aware of another means of depicting locations.
Encourages child to examine the globe closely.	Enjoys rotating globe. Notices the colors on the globe.
Points to the United States. Points to another country mentioned in previous lesson with UNESCO pictures; e.g., a country in Africa.	Identifies the country. Says the name aloud.
Identifies color which indicates bodies of water. Encourages child to identify other water areas the same color.	Recognizes same color on various parts of the globe. Understands that it represents bodies of water.
Permits child to span distance between the United States and Africa with his hand.	Participates in measuring distance on globe.
Is Africa near us or far away?	Becomes aware that Africa is far away.
Why does the distance seem so small on the globe? Is Africa as near to us as Central Park? (Use Coney Island or some other area outside of the community but familiar to the children.)	Begins to understand that the globe is a representation of the world that is very reduced in size.

HOW CHILDREN LEARNED LONG AGO.

Selects a record that shows how an American Indian father prepares his child for adult life. Listens to record with group. Provides drum for use by children in answering questions related to the record.	Listens intently to signals. Realizes that the drum can communicate messages. Is eager to imitate the drum signals.
Little Indian Drum Young Peoples Record Club Catalog No. 619 List of Approved Instructional Recordings and Tapes, N.Y.C., Board of Education 1963, List No. 3073.	
What did Red Fox learn from his father?	Tells what Red Fox learned and demonstrates on the drum.
Why was it important for Red Fox to listen to the drum? How would your mother or father teach you some safety rules? Why do Red Fox's family and your family teach you these rules?	Understands that the drum signals let his father know if Red Fox was safe. Realizes that this is similar to obeying a safety rule today. Generalizes that families want to take care of themselves when they grow up.
Asks if class would like to assist in making a kind of book that children used in America long ago. Prepares a facsimile of a horn book as follows:	Shows willingness to participate in class project.
Secures a thin piece of wood (or heavy cardboard) five inches long and two	Is interested in handling the materials.

What do you think that these children are learning? Why aren't they learning to speak English as we do?	Gathers information from the pictures. Realizes that there are other languages used in other countries.
Displays globe. Identifies globe as a picture of the world. Encourages child to examine the globe closely. Points to the United States. Points to another country mentioned in previous lesson with UNESCO pictures; e.g., a country in Africa.	Becomes aware of another means of depicting locations. Enjoys rotating globe. Notices the colors on the globe. Identifies the country. Says the name aloud.
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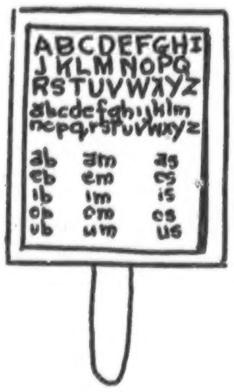
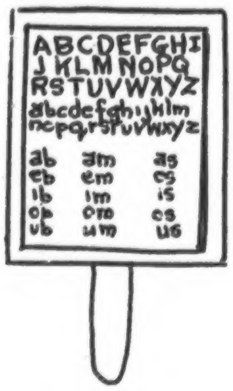
Asks if class would like to assist in making a kind of book that children used in America long ago. Prepares a facsimile of a horn book as follows:	Shows willingness to participate in class project.
Secures a thin piece of wood (or heavy cardboard) five inches long and two inches wide. Places upon the wood a sheet of paper, a little smaller than the wood.	Is interested in handling the materials.
Across the top prints the alphabet in capital and lower case letters. Prints simple syllables below; e.g., ab, eb, ib, ob, etc.	Watches as teacher prints. Recognizes that it is the alphabet.

THE TEACHER	THE CHILD
Covers paper with thin sheet of transparent plastic (or Saran Wrap) to represent horn. Fastens all together around edges. Staples tongue depressor to bottom edge for a handle.	
 ABCDEFGHI JKLMNOPQ RSTUVWXYZ abcdefghijklm nopqrstuvwxyz ab am as eb em es ib im is ob om os ub um us	Holds hornbook by handle. Is aware that children long ago used a similar book in this way.
(If desired, children may make individual hornbooks.)	
How many pages has this hornbook?	Sees that there is only one page.
What did the children learn from their hornbooks?	Discovers that they learned how to read.
Let us read from the hornbook.	Reads from hornbook.
Did people have plastic, cardboard, etc., long ago? Explains that in place of cardboard, people used wood; in place of plastic, they used a thin transparent piece of cow's horn.	Becomes aware that many materials we use today were not in existence long ago.
Why did the children call this a horn book?	Discovers that books have changed in format. Recalls that the transparent cover is made from a cow's horn.
Places horn book next to modern book.	
In what ways are the books alike?	Observes the print, paper, their use by children, etc.
In what ways are they different?	Observes the single page, back of colored illustrations, etc.
Which do you prefer?	Makes choice.
Why do you prefer it?	Gives own reasons for decision.
Uses a knitting needle, twig, or long broomstraw to point to letters of alphabet on horn book.	
Why did the teacher (school dame) use a pointer during the lesson?	Realizes that she was directing the children's attention to a letter or syllable.
Refers to lesson about Little Indian Drum.	
Did Indian children use books long ago?	Discovers that Indians did not have books.
What did they learn?	Is aware they learned how to hunt, send signals, etc.
How did they learn?	Recalls that their parents taught them.
Prepares poem about Indian children.	Enjoys rhythmic cadence of poetry.
Annette Wynne, "Indian Children", in May Hill Arbuthnot, Children and Books, New York: Scott, Foresman and Co., 1957, p. 156.	Learns that our native land is America.
Explains meaning of "native land."	Is aware that our community looks different from the way it did

Fastens all together around edges. Staples tongue depressor to bottom edge for a handle.	
 ABCDEFGHI JKLMNOPQ RSTUVWXYZ abcdefghijklm nopqrstuvwxyz ab am as eb em es ib im is ob om os ub um us	Holds hornbook by handle. Is aware that children long ago used a similar book in this way.
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Annette Wynne, "Indian Children", in May Hill Arbuthnot, *Children and Books*, New York: Scott, Foresman and Co., 1957, p. 156.	Learns that our native land is America.
Explains meaning of "native land."	Is aware that our community looks different from the way it did when Indians lived there.
Where in New York would we have to go to see bears? Why are the bears in the zoo?	**Recalls that there are bears in the zoo.**
Where would we have to go to see tall trees and woods?	**Remembers places where he has seen many trees; e.g., park, country.**

THE TEACHER	THE CHILD
FINDING OUT ABOUT OUR COMMUNITY	
Chants verse emphasizing children's addresses. "Mary lives on Mott Street, Mott Street, Mary lives on Mott Street all year long."	**Chants lustily with group.**
Asks children to tell the name of the street on which they live.	Recalls street name.
Lists streets on chalkboard.	Understands the symbols are the names of streets.
How many streets have we named?	Sees that there are many streets.
What are some of the streets you pass on the way to school?	Contributes the name of a street.
How can you find out their names?	Suggests he asks his parents to read street signs to him.
Are there only places to live in our community or are there other buildings?	Thinks of other buildings; e.g., garage, factory, etc.
Where does your mother market? Where do you go to get a haircut? Where do you go to buy stamps? Where do you go to buy a toothbrush?	Names the place that supplies the service.
Prepares singing game about various stores in neighborhood. Marc Richards, "Lets Go To The Store," in Growing With Music, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966, p. 98.	Participates actively by performing suggestions given by other children and by suggesting places himself.
Brings to children's attention that people live, work, shop, go to school, etc., in the community.	Understands many of the activities that constitute a community.
Introduces the new word "community."	Becomes familiar with the word "community."
Plans walk with children to see their community. Provides a camera.	
Directs children's observation to stores, churches, parks, public buildings, etc.	Understands the purpose of the trip.
Encourages children to indicate the buildings they wish photographed.	Recognizes and names places he considers important; e.g., post office, restaurant, new construction site.
After photographs have been developed, plans a scrapbook with the children.	
Labels pages as indicated by children; e.g., Houses Stores Health Services Places for Fun	Learns to group together places that provide similar services.
Permits children to sort photographs into the various categories.	Classifies pictures.
Reads headings aloud with children.	Learns to recognize the headings. Pastes pictures on appropriate pages.
Places completed book on library table. Encourages children to read and discuss book with one another.	Enjoys recalling trip. Becomes familiar with some places in the community which he had not been aware of previously.
Notes that a child in the class has moved to another community.	Is aware that when families move, the children may go to another school.

The Teacher	The Child
How could we get in touch with Johnny? How do your parents get in touch with relatives and friends who live far away? What would be the best way for all of us to let Johnny know we miss him?	Notes the many ways people can communicate with each other even though they do not live in the same community. Suggests that each child make a card and send to Johnny.
Distributes paper, crayons, etc. Helps child write message.	Creates own card with simple message.
How shall we send the cards to Johnny?	Suggests placing cards in envelope and mailing them to child's new address.
What must we put on the envelope? How do we know how many stamps to put on our large envelope? Where do we buy stamps? Where can we find out how many we need? After we put the stamp on the envelope, what will we do?	Learns that address, return address and stamp are necessary for mailing a letter. Notes that stamps can be purchased at the post office, letter weighed. Discovers that letters can be mailed at the post office as well as at the mailbox in the street.
Arranges for trip to post office with class.	Notes process in mailing letters.
How did the post office help communicate with Johnny?	Realizes the service performed by the post office.
In what other ways can we keep in touch with people who live in other communities?	Suggests telephone, visits, etc.
How could Johnny come to visit us?	Suggests bus and subway.
Reads story to class. Ezra Jack Keats and Pat Cherr, My Dog Is Lost, New York: Thomas Y. Crowell Company, 1960 (A boy who speaks only Spanish seeks his lost dog in various areas of New York City.)	Spanish speaking child enjoys interpreting the Spanish words for the class. Tells if any streets mentioned are familiar. Informs class of any other places he has visited in New York City.
Have you heard of or visited the streets in New York City where Juanito looked for his dog?	Recalls street names.
Do you have friends or relatives who live in other sections of the city? Do you know on what streets they live? How long does it take you to travel to visit them? In what way is their community similar to our community?	Approximates length of time. Compares some aspects of the two communities.
Mary, John and Harry have told us of different parts of the city. Do you think that there are many other communities that make up a city as big as New York City?	Realizes that there are many other communities in the city.

2

ADDITIONAL ACTIVITIES

FAMILIES ARE ALIKE, YET DIFFERENT

Provide opportunities for children to understand how families in their culture live and work together.

Plan a family trip with the children. Use stick puppets and allow children to take turns acting as different family members.

Getting ready for the trip:
Father tells what he has to do to get ready.
Mother tells what she has to remember to take along.
Grandparents make plans.
Each of the children tells what will be needed on the trip.
En route: traveling by car, subway, bus, train, or plane.

Arriving at the destination (a beach, picnic area, Washington, D.C., visit to Grandmother's house, etc.):

Puppet figures are held against a picture that serves as background.
What we did on our trip, as told by different family members.

On the way home:
Children make up an exciting adventure -- one child strayed away from the family, was "lost" and then reunited; or, the car broke down; or there was a snowstorm, etc.

Children draw pictures about the family trip and dictate a class story which the teacher writes down for them.

Play a guessing game, "Fun at Home."

List on an experience chart words that tell some of the ways in which the family has fun together. Children make pictures to match the words. Children dramatize family fun in housekeeping corner.

Arrange a bulletin board display entitled, "Everybody Helps."

Use drawings or pictures taken from magazines and newspapers.
Add captions that show the rules of the family for helping one another:

Everybody Helps
Mother works hard to take care of the house.
Susan makes the beds.
John goes to the store.
I watch the baby.
Father goes to work to earn money.

Read a story of family celebrations in William, Andy and Ramon. Talk about the members of the family and neighbors as seen in the photographs.
For example, find out what Ramon and his mother made when William's grandmother came to visit? (Figure 4)

Display picture books on the library table about families.

Allow time for browsing. Read aloud stories selected by children, such as: Saturday Walk by Ethel Wright, One Morning in Maine by Robert McCloskey, My Family by Miriam Schlein, Tough Enough Indians by Ruth Carroll (Modern Cherokee family life), My Dog Rinty by Ellen Tarry.

Show a filmstrip of how some families live and work together. (Cooperative Living Series, 45160)

Prepare a mural of children's drawings to show families in many cultures. "Many Kinds of Families."

Children use their own family as a sample, or they make up others. There are families with one, two, three, or many more children. There are families with one parent; some with a grandparent, etc.

The completed chart may then become a representation of a community -- a place where many families live together.

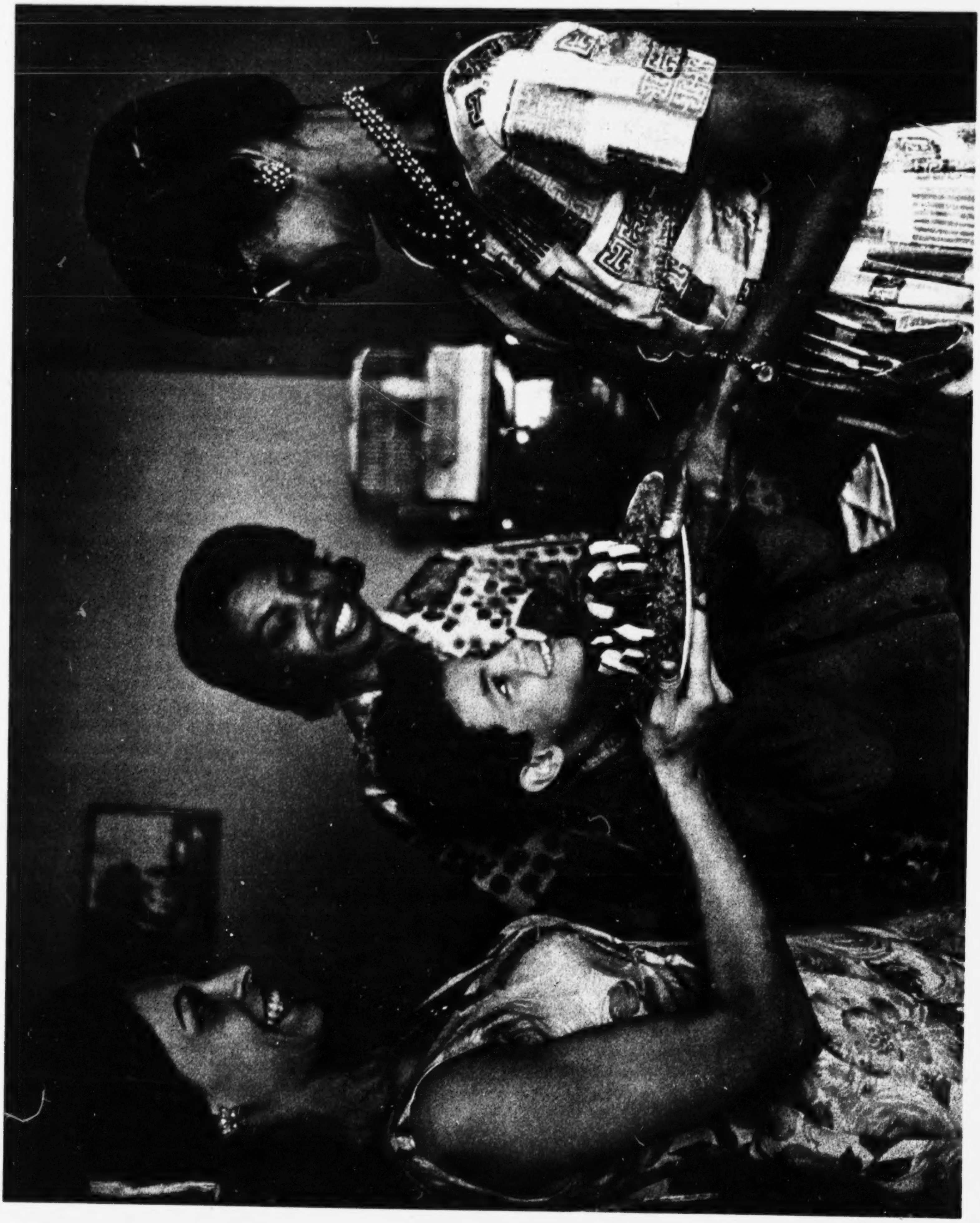


Figure 4.

From William, Andy and Ramon by Peter Buckley and Hortense Jones. The Holt Urban Social Studies Program, copyright 1966. Holt, Rinehart, Winston Inc. Used with permission.

NAMES TELL A STORY

Keep a cumulative list of place names mentioned by the children. Teach them to read some of the names--Melrose Houses, Chinatown, Lincoln Center, Flushing, YMCA, East Harlem Community Center, etc. Where did the names originate?

Collect pictures about the history of the local community and people or places in the news for a class scrapbook.

Call attention to an event in the community to take place, a local anniversary, the opening of a vest-pocket park, a new housing development or shopping center.

Make a picture chart of Communities in New York, starting with the local community.

Children recall the origin of their own community from a previous activity.

Children choose a community name and plan to find out more about its origin; e.g., The Bronx, Sheepshead Bay Houses, Frederick Douglass Houses.

Arrange the pictures and names on a wall chart, or make a picture dictionary of Place Names.

Plan to take the children on a bus tour if possible to summarize what they have learned. Select two or three kinds of specialized communities and highlight one place of interest in each; e.g.,

A warehouse at a waterfront
A skyscraper office-building in a commercial district
A museum, college, or theater
A large apartment house (for children who live where most houses are one-or-two family); small homes with gardens (for children who live in a large apartment houses)

Children check off each place of interest on their tour map as they arrive at a community. (Rexograph a simple tour map--Figure 5--for children to follow.)

Invite another class to see dioramas the children have made of the various communities, such as Chinatown, Brooklyn Heights, Harlem, etc.

Review and reinforce what children have learned by showing a film, A City And Its People (Film Associates, Los Angeles, California.) Help children compare the communities in the film with those in their own city.

Rexograph a recreational map of New York City (Figure 6) to use as a record of places visited by the children both on school and family trips.

A BUS ROUTE AROUND MANHATTAN

Mark a circle around the places as we see them.

Which building is the newest?

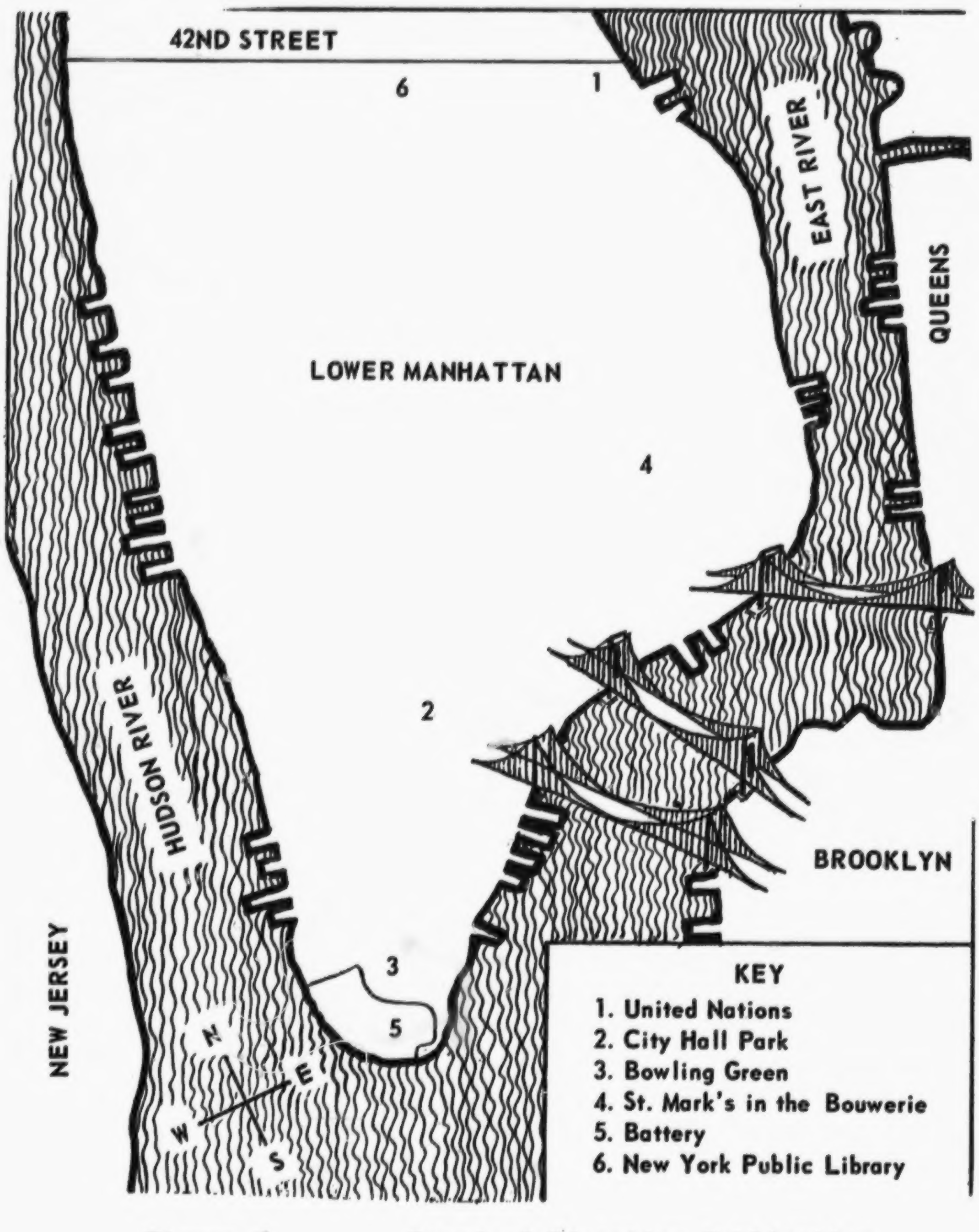

42ND STREET
6
1
EAST RIVER
QUEENS
LOWER MANHATTAN
4
2
HUDSON RIVER
BROOKLYN
3
5
NEW JERSEY
N
E
W
S
KEY
1. United Nations
2. City Hall Park
3. Bowling Green
4. St. Mark's in the Bouwerie
5. Battery
6. New York Public Library

Figure 5. Board of Education Publication

RECREATIONAL MAP OF NEW YORK CITY

Mark a dot to show where you live.

Mark a place where you and your family have gone for fun.

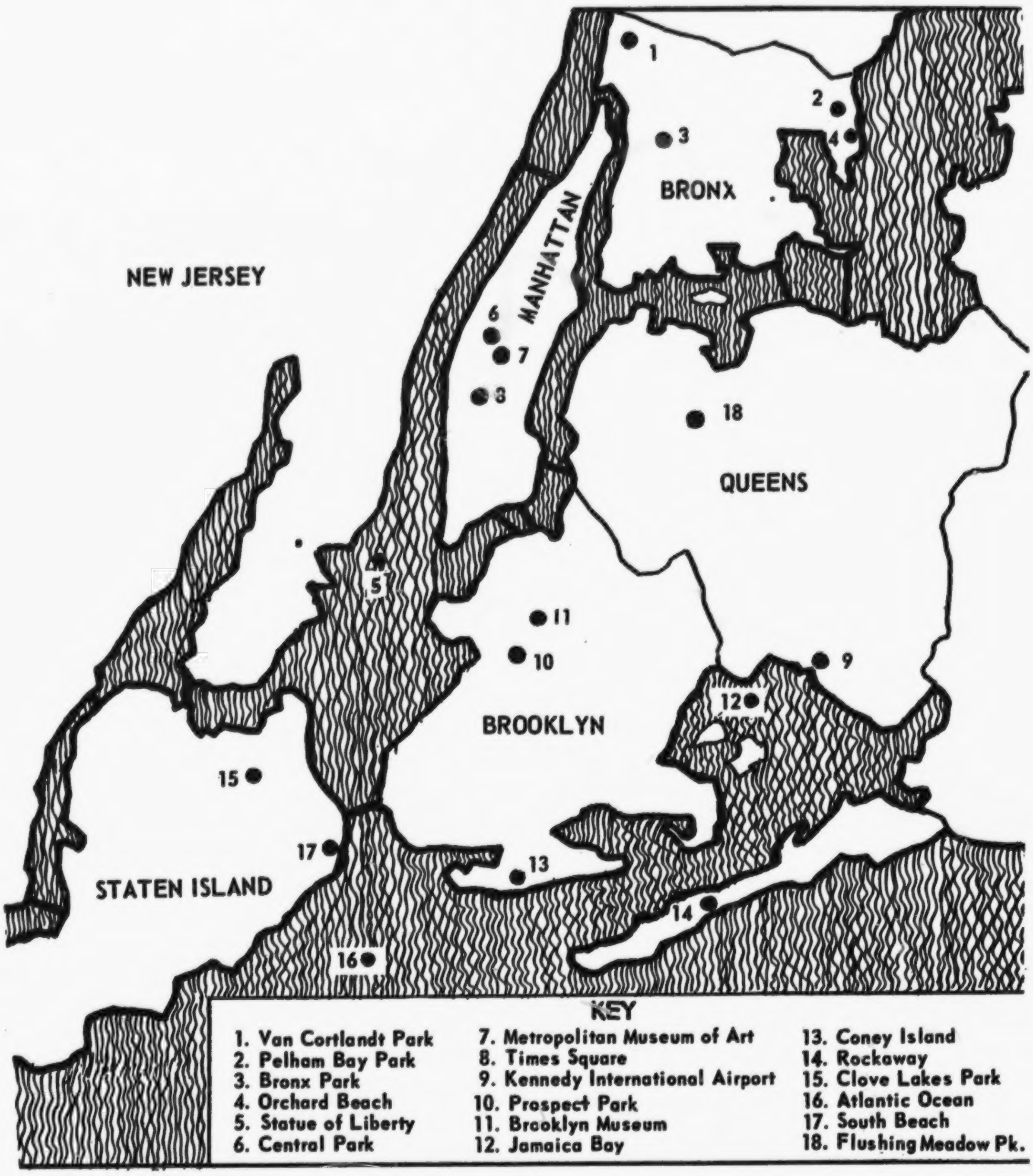

NEW JERSEY
BRONX
MANHATTAN
QUEENS
BROOKLYN
STATEN ISLAND
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
KEY
1. Van Cortlandt Park
2. Pelham Bay Park
3. Bronx Park
4. Orchard Beach
5. Statue of Liberty
6. Central Park
7. Metropolitan Museum of Art
8. Times Square
9. Kennedy International Airport
10. Prospect Park
11. Brooklyn Museum
12. Jamaica Bay
13. Coney Island
14. Rockaway
15. Clove Lakes Park
16. Atlantic Ocean
17. South Beach
18. Flushing Meadow Pk.

Figure 6. Board of Education Publication

LIVING IN OUR COMMUNITY

Develop with the children how communities are similar. Use cards as a guide to further study: HOUSES STORES SCHOOLS PLAY AREAS etc.

Prepare a series of overhead projection transparencies to be used as overlays in building up the concept of a community. (Figure 7 and 8 for the local community)

Start with a floor map on which children locate the streets, cross-roads, school. Project the map on the screen and ask children to trace the route from school to a nearby street, etc.

Add to the map additional data, such as where children live, the location of stores, post office, playground, etc.

Project other transparencies as overlays and the community map begins to grow in complexity. (See sequence for developing overlays in figures 7 and 8)

Use illustrations in a social studies book that distinguish a picture of a community from a map or chart. (Use opaque projector or several copies of the book.)

Can you find the following place on both maps:

A bridge, a lake, a small house, an apartment house, a factory, a school, etc.

Is this community like ours: How is it different? Could we call this a city community? Why or why not?

(For example, George Garland et al., Your Town and Mine, Boston:Ginn & Co., pp. 126-7, or Edna Anderson, Communities and Their Needs, Morristown, New Jersey: Silver Burdett Co., 1966, pp. 18-19.

Use pictures such as "A City is....... (Urban Education Studies) and compare with the local community.

Plan to build a model of a community.

Children may divide up the work by selecting one feature--houses, stores. (See cards mentioned above.)

Use a large floor plan to direct the activities.

Refer to cardinal directions as the children plan--East (where the sun comes up in the morning), West (where the sun goes down in the evening), North (on the right as you face west), South (on the right when you face east).

Use picture symbols to represent houses, stores, etc.

Read with the children the story of a class engaged in a similar project. What ideas can we use from the story? (Five Friends at School by Buckley and Jones, pp. 85-94.)

Make props to add to the floor plan or diorama that will become the model community. Milk cartons of varying size and useful to show homes, stores, apartment houses, public buildings, skyscrapers, etc.

Evaluate the "community" from time to time.

Do we show the homes? Where do families shop? Where are the schools? How do people travel from place to place?

Do we have enough playgrounds? Could we add places where parents and children play together?

Figure 7

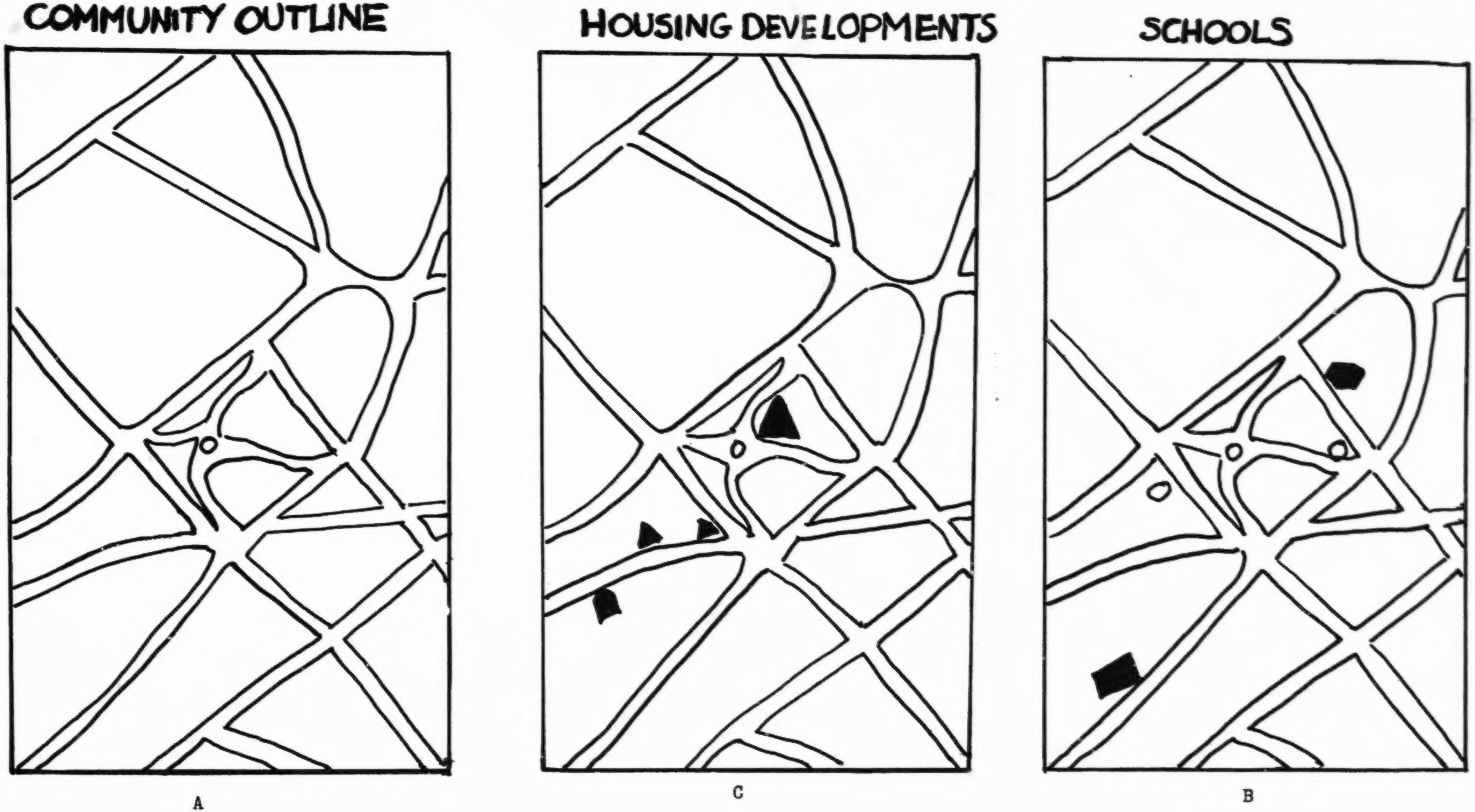
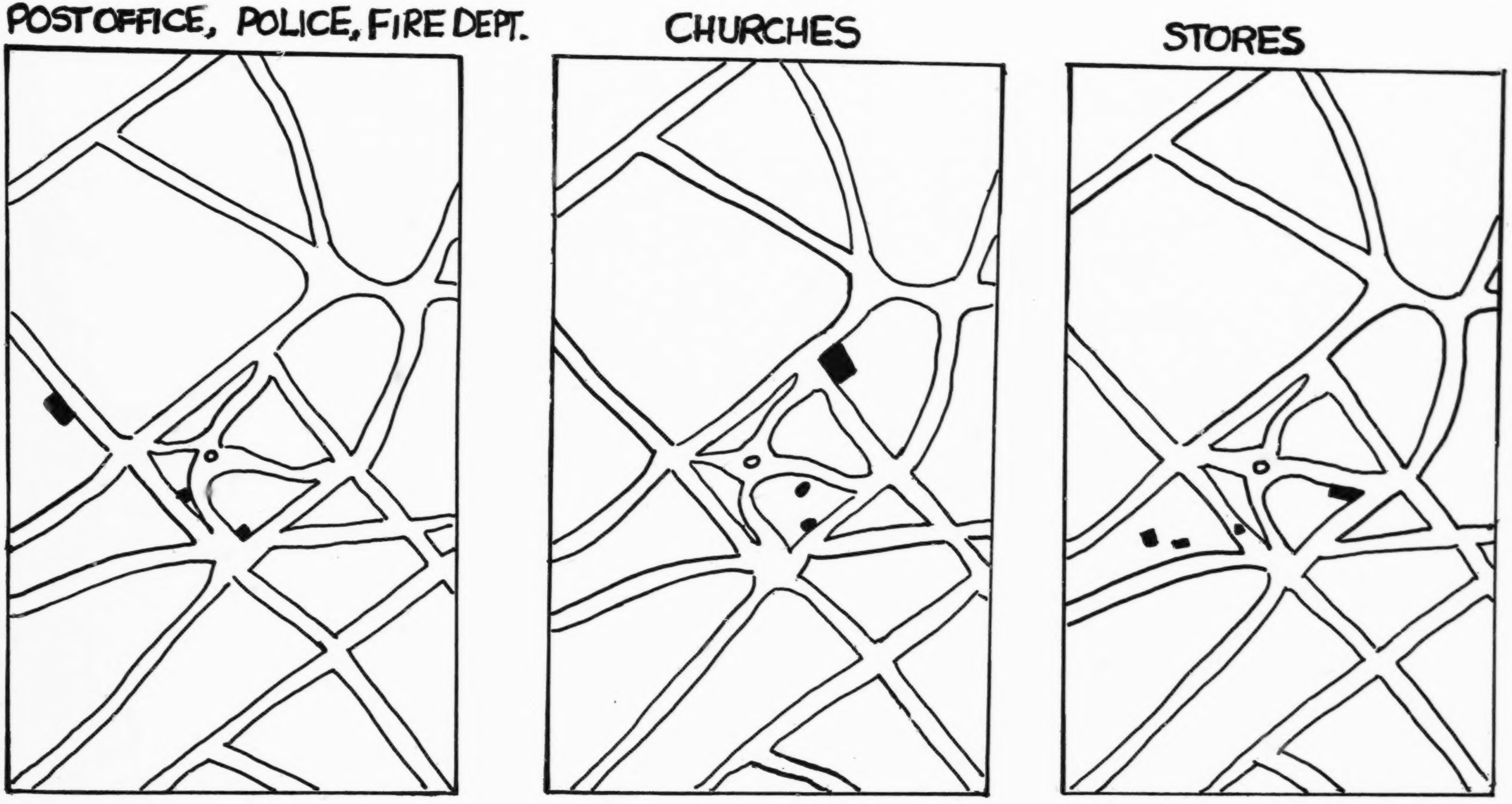

COMMUNITY OUTLINE
HOUSING DEVELOPMENTS
SCHOOLS
A
C
B

Figure 8


POSTOFFICE, POLICE, FIRE DEPT.
CHURCHES
STORES

D

E

F

Plan a class discussion that would help further the study of the community.

Criteria to be used in planning a discussion include:

a) Select a topic centered around a problem that is recognized and accepted by the group.

b) Direct the discussion in a way to assure maximum participation and genuine critical thinking.

Encourage each child to take part; curb the tendency of some children to monopolize the discussion and draw out those who are shy.

c) Call attention to arguments based on evidence as compared with those based on hearsay.

d) Help children to express opinions freely and to listen to the point of view of others.

e) Limit the time of discussion to the attention span of the group. Allow time for a summary and for the group to decide on next steps.

What Is a Good Community: A Class Discussion

Arrange the group for informal conversation in a semi-circle.

Introduce the problem: We have seen and heard about how people live in a community. We have tried to build a model of a community. Now let us think about the kind of community we wish we could have. What is a good community in which boys and girls would like to grow up?

Start with a leading question; e.g., Do you think we live in a "good" community? Why do you think so?

Make a list of things children mention. Arrange the comments in columns: What we like about our community. What we would like to have. (Allow time for free expression of opinion.)

Inject other questions from time to time to help keep the discussion moving, encourage wider participation, or keep the comments to the point.

Who decides what a community should have? .
How can the people who live in the community help to get a better community? (This may lead to questions from the children based on current community action programs.)

Summarize the discussion by asking children to recall what points were made.

What did we say about a "good" community?
Do we need further information about how our community can be made better? How can we find out?

The class and teacher may decide to invite one or two community leaders to help answer their questions.

The discussion may culminate in a series of children's drawings, a tape recording of the discussion to be used with other classes or at a parents' meeting, or a story dictated by the class for the school newspaper.

Keep an up-to-date bulletin board of community events.

Plan a class scrapbook, "This is Parkchester" (or other community) in which children show the services provided and the people who contribute.

Have an interview program, "What Do You Think?" in which children answer questions such as: Do we have enough traffic lights (or crossing guards) at busy corners? How can boys and girls help keep our community clean?

Take 35mm. color pictures during class walks in the community and build a file of slides to be used at different times for different purposes, such as a "television" show.

Scenes of important places in the community (landmarks, public buildings, parks); different kinds of homes; stores, etc.

Scenes of people who live and work in the community.

Scenes of community changes -- new stores being built, old stores being vacated, urban renewal projects, seasonal changes in store windows, etc.

Help the children narrate on tape a story about some of the slides for the show.

Invite another class, parents and school supervisors to attend the television performance.

Rexograph a letter of invitation dictated by the children.
Allow each child to sign his own letter to his parents.

Ask the visitors to take part in a talk about the community after the "television" show. What changes will be taking place in the community?

Serve refreshments of foods eaten by people of different ethnic and cultural backgrounds in the community.

Visit a school in another community. Compare or contrast the communities.

FAMILIES IN OTHER COMMUNITIES

Introduce this theme by recalling stories of families discussed earlier.

Display pictures of families in other cultures, to stimulate discussions about family life (Figures 9 and 10)

Show a filmstrip, Story of Shelter (43690.15) to illustrate the many kinds of homes used by people in other lands.

Make a picture chart of the shapes of some houses and indicate the materials used -- twigs, mud, clay, brick, cement, wood, etc.

Talk over how houses would differ in different climates. Children who have lived in another climate (Puerto Rico, Cuba, southern Florida) tell about the homes there.

Try to assemble sample books in other languages -- with cooperation from the public library, the school library, and parents.

Use selected frames from filmstrips in the series, Children Near and Far (44270.1-.18)

Dramatize with children some of the games, work activities, and methods of travel among people in other cultures.

Discuss services in other communities and compare with services in the children's community. Guide children's observations through the suggested questions.

Read aloud the story of a child or group of children of another land, using one of the picture-book series available.

For example, Sia in Kilimanjaro by Anna Riwkin-Brick and Astrid Lindgren.

"Sia is a little girl who lives on Kilimanjaro.... Sia and her brother Sariko live in a little hut like these, with a straw roof. Her mother and father and younger brothers and sisters live there too. They belong to the Chaggo people."

Sia is eight years old, old enough to help with family chores, such as taking care of the baby. In the story, Sia and her older brother manage to follow their parents to a festival where they get a personal greeting from the king.

A HAPPY STORY (Mexico)

Why does this boy look proud? What might his name be?
What tool does his father use when he does woodcarving?
When this boy grows up, what do you think he will be?
Do you remember feeling proud when your father or mother taught you something special?

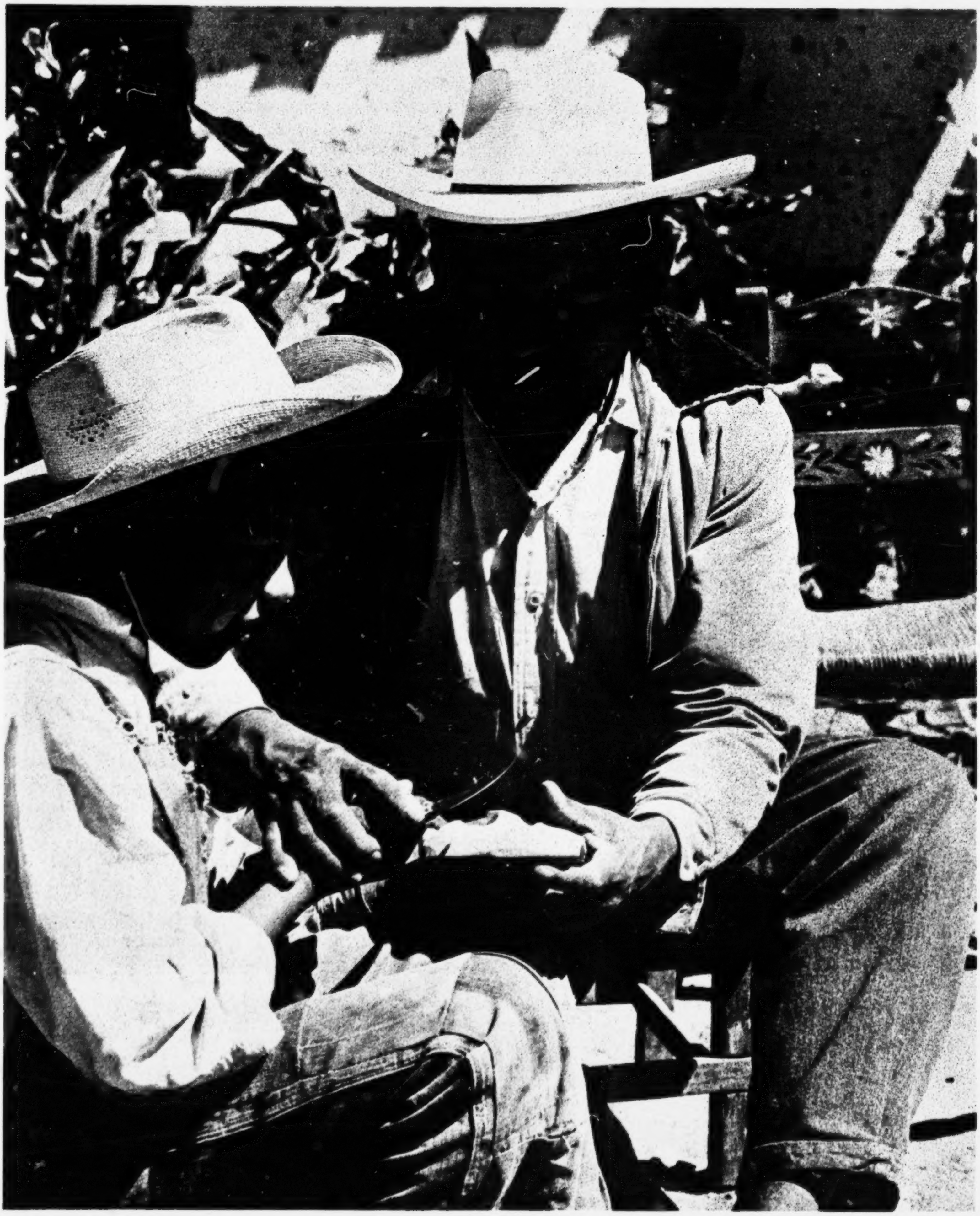


Figure 9.

By permission of United Nations

SHOPPING AT THE STORE, BURMA

How many different things can the family buy in this store?
Why would you call it a kind of "supermarket"?

Find out how the family would say, "Good morning," to the storekeeper in their language. (See Hi, Neighbor Manuals.)

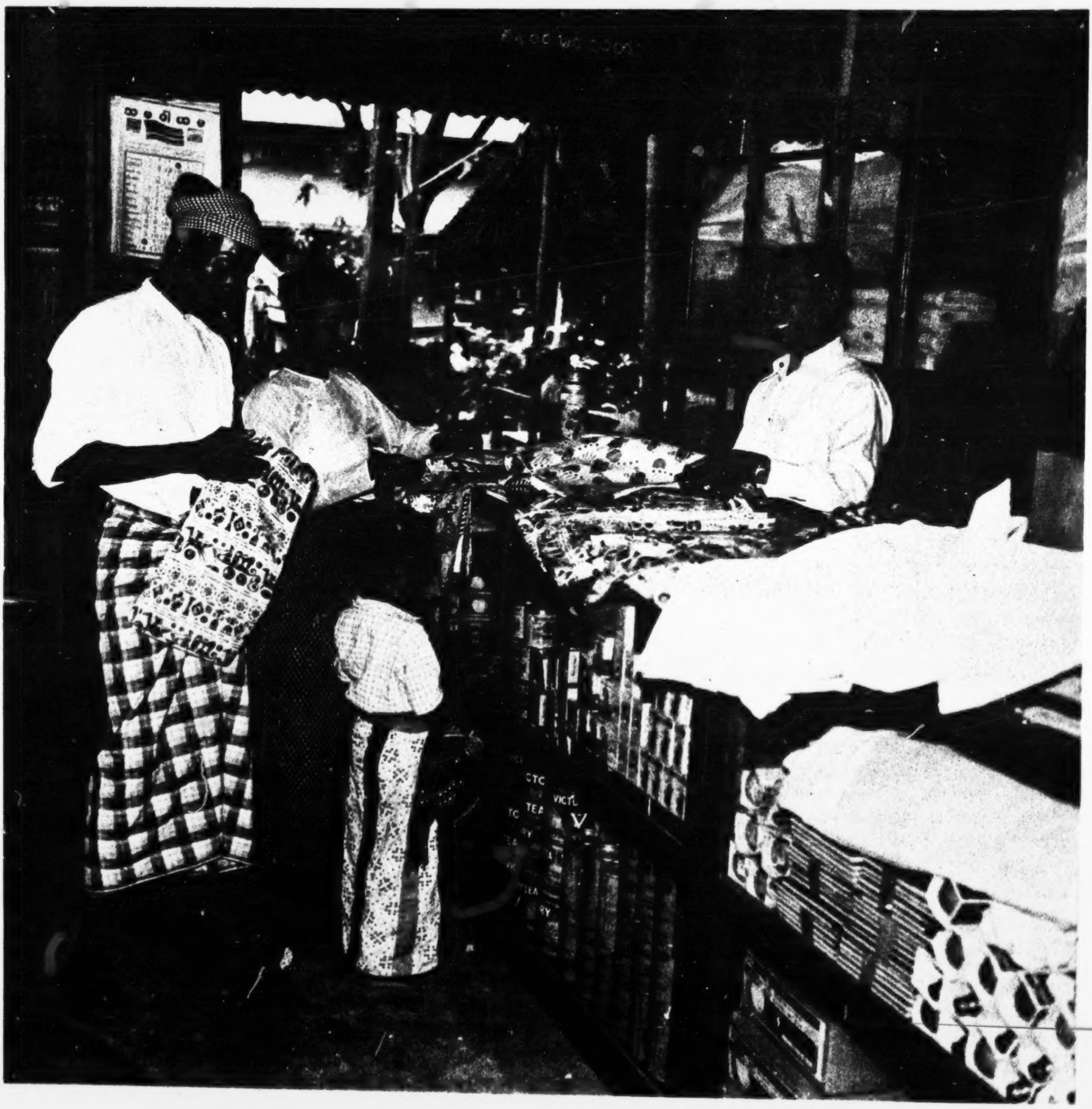


Figure 10. By permission of United Nations

Use the pictures to guide children in retelling the story, or to raise questions about life in Sia's community.

Keep the book on the library table, together with other picture books of children around the world. Encourage children to compare scenes in the books, note similarities and differences. Help them to draw inferences.

Display realia from the culture described in the story. Assemble dolls, toys, clothing, household utensils with the help of parents and friends.

Invite a visitor from that nation or a person who has visited there to tell about family life. Help the children prepare questions to ask the visitor.

Teach a folksong in the language of the people, or a word of greeting.

Ask children to bring in additional books about families in other lands when they visit the public library or the school library.

Plan a filmstrip showing. Use selected frames from a filmstrip, and for each help the children to note: (See list of titles, page 43)

What can we tell about the way the family lives?
What do they do in their everyday life that is different from our life?
What do they do on special days that is different?
How are the families like our own?

Place a symbol on a globe or map to show where each family group lives. Use a globe or simplified map to teach relative distance or different ways of traveling to get to each family.

Develop children's interest in the languages of man. Record a conversation in English and in another language familiar to some children in the class. Play the tape a few times so that children can imagine what is being said. Do you recognize an intonation that would give a clue? A key word? Enlist the cooperation of foreign-language-speaking pupils in the class or in other grades.

Use large pictures, such as "Families Around the World" - Silver Burdett Co., to stimulate a discussion about similarities and differences in family life.

Plan an activity that will give the children in the class an opportunity to identify with a family in another culture.

Let's take a trip to visit one of the families read about. (Select one that children find especially appealing from the books read and pictures seen.)

Get ready for the trip by developing some understanding of the great distance to be traveled, the area to be crossed (ocean, mountains, plain), and some alternate ways of traveling.

For example, if the trip would lead across the ocean:

Ask children to relate personal experiences on a boat or ship. How big did the ocean look?

Have you ever looked down on a big body of water (an ocean, lake, or the Sound) from an airplane? How big did the "ocean" look?

Use a large globe held in a position to show a large expanse of ocean (colored blue) to develop some idea of the large area to be crossed.

Dramatize a plane trip across the ocean, from point of departure at the airport to point of arrival; dramatize a trip by ocean liner. Children may want to debate which method is preferable and why.

On a globe or map, mark off the location of the place to be visited. Let individual children trace the route from home to ________. In which direction will we travel? How do you think we will go? Will we cross an ocean? Teach map skills involving direction, location through such books as, Which Way? How Far? Where? (Going Places by W.D. Pattison, Rand McNally)

Explain to the children the alternatives for traveling -- we might go on a ship, we might fly in an airplane; or, we might go by car, train, bus, or airplane (depending upon the place to be visited).

Discuss with the children the advantages and disadvantages of various ways of traveling.

Help the children think of what they need to know before leaving on their imaginary trip.

How will we know what the climate or season is? How will we know what to wear? What should we take with us?

Children venture a guess -- we can look at the pictures in the book (or filmstrip) once more; we can ask someone who has been there; we can call up somebody on the telephone, etc.

What will we do when we get there?

Dramatize some family customs learned from the stories and pictures. Children learn some words in the language (refer to Hi Neighbor teacher resource materials and recordings), sing a song, perform a dance, play a game.

Serve a food that is eaten in the region and find out how the family eats together (seated on the ground, at a table, or outdoors.)

Let's play a game with________, our host.

Select one game that the children would learn from their host. Select one game that will teach hem.

Plan a "celebration." Show pictures of families attending a celebration in the region. Discuss what is happening in the pictures. Help the children decide what is happening in the pictures. Help the children decide what roles they should play in their "celebration."

Listen to a recording of a folksong that might be part of a fiesta or other local celebration.

How will we show our host family that we enjoyed our visit?

What would be a good present to give?
What will we say?
What did we learn from our visit?
Shall we invite_______to come and visit us?

THEME A: PEOPLE LIVE IN GROUPS

FOR PUPILS: SELECTED BIBLIOGRAPHY

The following listings are selective of recent books that have special value. Space does not permit listing of all relevant titles. Complete references can be found in the Approved Library Lists.

AUTHOR	TITLE	PUBLISHER	COPY-RIGHT
Clark, Ann Nolan	In My Mother's House	Viking	1941
Flack, Marjorie	The New Pet	Doubleday	1943
Grifalconi, Ann	City Rhythms	Bobbs	1965
Keats, Ezra	My Dog is Lost	Crowell	1960
Monckton, Ella	Tim Minds the Baby	Warne	1960
Orgel, Doris	Sarah's Room	Harper	1963
Ormsby, Virginia	It's Saturday	Lippincott	1956
Schlein, Miriam	My Family	Abelard	1960
Zion, Gene	Plant Sitter	Harper	1959
Zolotow, Charlotte	Do You Know What I'll Do?	Harper	1958

MATERIALS FOR THEME A
A-V MATERIALS

FILMSTRIPS

45160	COOPERATIVE LIVING SERIES (SET OF 5)
45640.37	FAMILIES AROUND THE WORLD
45870	FAMILIES AROUND THE WORLD
49550	LIVING TOGETHER (SET OF 6)

RECORDINGS

8711.75	DISNEYLAND SONGS FROM ALL AROUND THE WORLD
3073.	LITTLE INDIAN DRUM, YOUNG PEOPLE'S RECORD CLUB

FLAT PICTURES

FAMILIES AND FRIENDS, DANSVILLE, NEW YORK: F.A. OWEN PUBLISHING COMPANY, 1967.

GOING TO SCHOOL AROUND THE WORLD, NEW YORK: UNESCO PUBLICATIONS

FAMILIES AROUND THE WORLD, NEW YORK: SILVER BURDETT COMPANY.

TEACHER REFERENCE:

ARBUTHNOT, MAY HILL	CHILDREN AND BOOKS	SCOTT-FORESMAN	1957
	GROWING WITH MUSIC	PRENTICE HALL	1966
SEEGER, RUTH CRAWFORD	AMERICAN FOLKSONGS FOR CHILDREN	DOUBLEDAY	1948

THEME B: MANY WORKERS SUPPLY MANY SERVICES

Theme B introduces the child to the economics of group living. He becomes aware that everyone needs goods and services and, therefore, is a consumer. He learns also that not all consumers are producers. Through the learning activities, the child perceives economic factors as they relate to the people with whom he comes in contact.

The teacher helps the child discover that the work each person does is important because it gives the worker satisfaction and self-respect, serves as a link between people, and contributes to the world's progress and well-being.

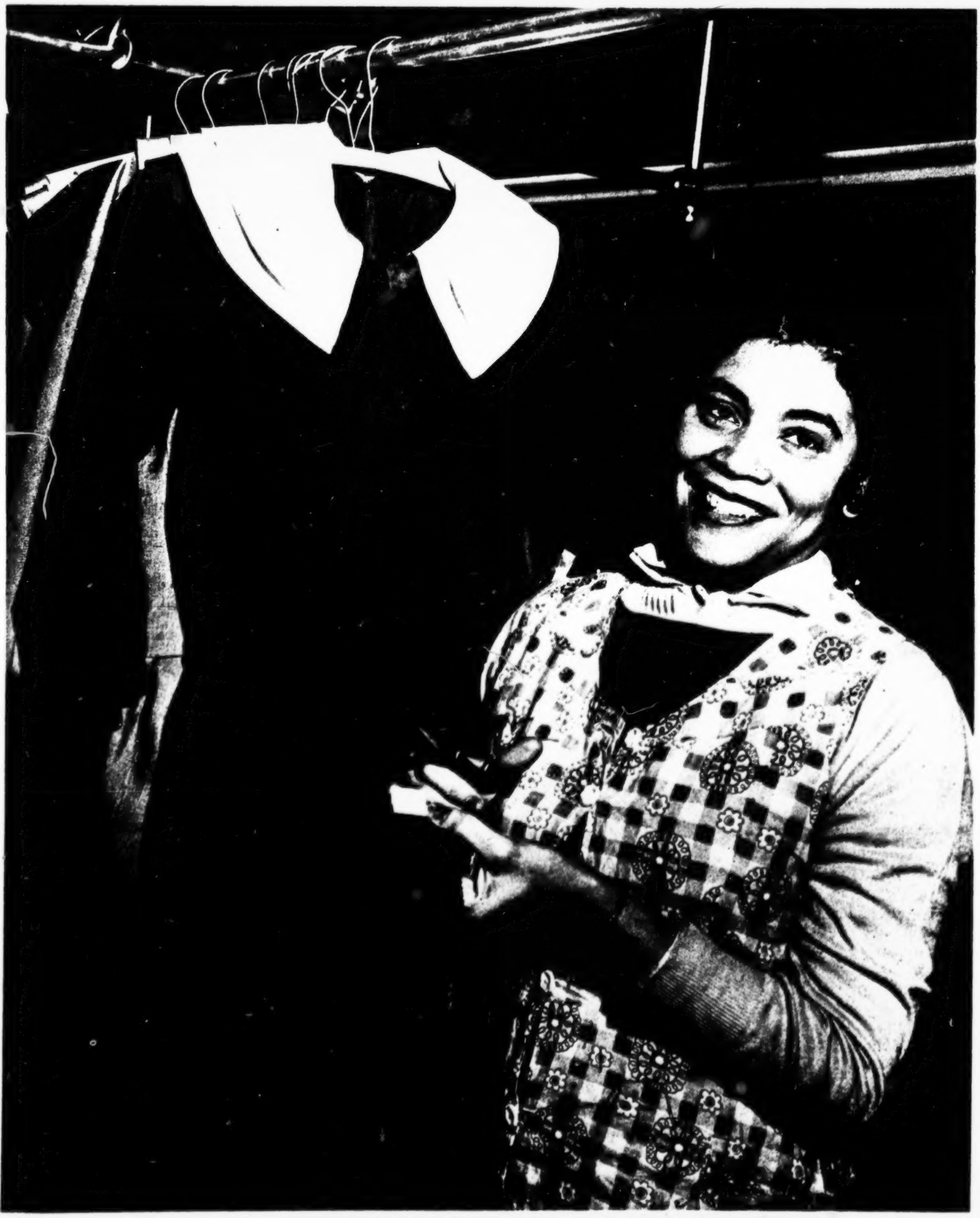
The topic familiarizes the child with the idea of division of labor, with the consequences of interdependence of people and specialization in work. The child learns the importance of adequate education and training not only for the efficient performance of specialized work but also for the changes in skills needed to keep pace with technological advances.

Note:

Teachers will find Our Working World - Families at Work and Neighbors at Work (Science Research Associates) replete with suggestions and activities. Lessons may be based upon resource units, activity books, filmstrips and records.

Urban and Rural Education Studies offer study pictures of A Family is..., Work Is... (The John Day Company).

THE TEACHER	THE CHILD
WORKERS MAKE THE GOODS WE USE	
Helps children become aware that the things they use were made by workers. Gathers small assortment of toys; e.g., doll, puzzle, etc. Holds up each object in turn as children identify it and asks:	Is curious about the toys. Watches to see how the teacher uses them. Identifies toy by name.
Where did we get our doll (crayons, puzzle)?	May say it came from the store.
Did the man in the store make the doll or did he just sell it to us?	Becomes aware that the doll was not made in the store.
Who made the dress (blouse, slacks, or etc.) you are wearing?	May say that mother made it or that it was bought in a store.
Did the storekeeper make it or just sell it?	Is aware that the storekeeper did not make the dress.
Explains that whoever makes the dress, toy, etc., is a producer of goods. Tells that what he made is called a product.	Learns that a worker who makes something is called a producer and that the things he makes are called goods or products.
Displays pictures of people who produce goods. (Figure 11.)	
What goods are made by this person?	Realizes that clothing is a form of goods.
What tools did she use at her work?	Identifies needle, scissors, etc.
Who will use the clothing she made?	Understands that he wears the clothing made by workers.
Helps child understand that the person who uses the goods is a consumer.	Learns that consumer is a person like himself who uses goods.
Reads a story to clarify roles of producer and consumer.	
"The Cap That Mother Made" in Sidonie M. Gruenberg, Favorite Stories Old and New Garden City, New York: Doubleday & Company, Inc., 1942.	



Garment Worker

Figure 11.

By permission of ILGWU

THE TEACHER	THE CHILD
(An old Swedish Tale about a little boy who refused to sell a cap his mother had knitted for him.)	
Who was the producer in the story?	Identifies the mother as a producer.
What was the product (or goods) she made?	Understands that the cap is the product.
Who was the consumer in the story?	Identifies Anders as the consumer.
Why wouldn't Anders sell the cap his mother made?	Realizes he liked to use it himself.
How can you tell that his mother was pleased to find out that Anders liked what she had made?	Recalls that the mother kissed Anders.
Do workers feel happy to know that other people appreciate their work?	Becomes aware that there is satisfaction to the producer and to the consumer in a useful product.
Arranges game to reinforce the meanings of product, producer, consumer.	
Prepares flash cards on each of which is pasted one picture of a product; e.g., an auto, a dress, a loaf of bread, a table, a house, etc. Distributes a card to each of five or six children.	
What is your product, John?	Identifies product in sentence form. "This product is a loaf of bread."
Who is the producer?	May be able to identify the baker as the producer.
Show us what he does to make the product.	Imitates baker's actions in mixing, baking, etc.
Who would like to be a consumer of John's product?	Gives product card to the volunteer consumer.
What will you do with the product, Mary?	Says that she will eat it, use it, etc.
Proceed in similar manner until all the products have been used.	

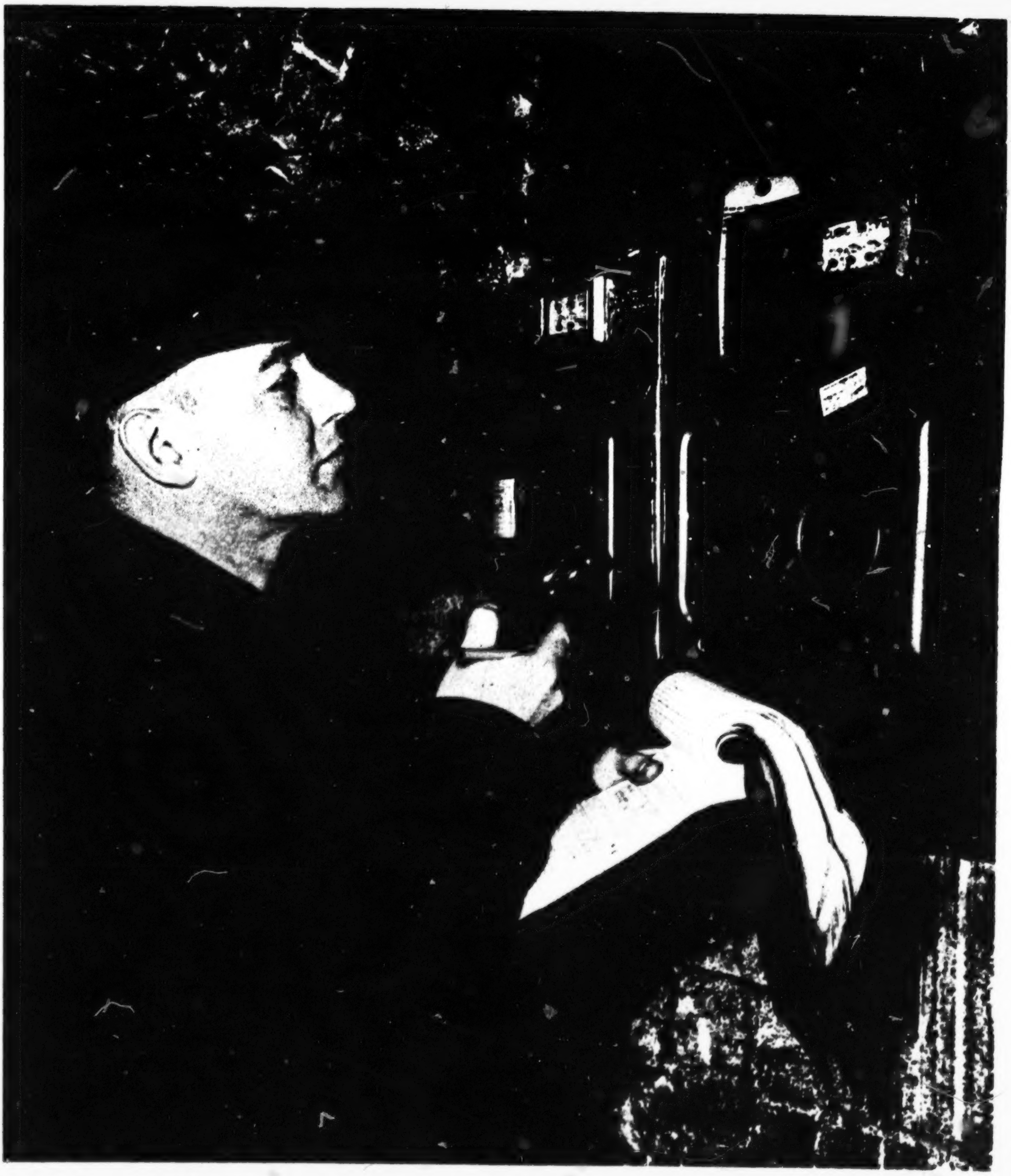
SOME WORKERS PRODUCE SERVICES

Develops the understanding that some workers produce services instead of making products and that these workers too, are producers.

Introduce pictures of workers producing services, one picture at a time.

Workers We Know
Dansville, New York:
Instructor Publications,
F.A. Owen Publishing Co.,1967.
(Set of six colored pictures of workers who produce services. Twelve word cards and a bulletin board title card are included in the set.)

THE TEACHER	THE CHILD
Who is this person? What **service does he produce?** How is this **service helpful to** other people? What persons do you know who **produce** similar services? What persons do you know who **produce** other services?	Identifies worker. Tells what he thinks the worker does. Recalls how he and his family have used these services. Relates services to jobs held by people in his family. Thinks of other services; e.g., beautitian, waitress, waiter, pretzel vendor, baby sitter.
What service is **produced** by an actor on television, in films, or in the theatre?	Realizes the actor provides recreation and fun for other people.
Reads story about a worker who **produces** a service. Ruth Abel, The New Sitter, New York: Oxford University Press, 1950.	
How can you tell if the sitter is a producer? Did your big brother or sister ever earn money as a sitter? What services did they perform?	Realizes that the sitter gives service in caring for children. Connects idea of producer with workers in own family. Recalls what siblings said they did; e.g., give the baby a bottle.
Who was the consumer in the story? When will you be able to be a baby-sitter?	Understands that the child was the user of the services. Is pleased to know that he may become a producer.
Helps children distinguish between **goods and services.**	
Labels two boxes; e.g., Workers Produce Goods Workers **Produce** Services	
Reads labels with class. Supplies magazines from which children may cut appropriate pictures.	Sees differences in labels. Understands differences in meaning. Concentrates on finding pictures of goods and of services.
Gives help, if needed, in classifying pictures correctly.	
When sufficient pictures have been collected, prepares chart with two columns, using labels from the boxes.	Recognizes and understands labels.
Suggests that a few children volunteer to paste the pictures in the proper column.	Joins small group in preparing chart for class.
Reads chart with children. Labels the service or goods provided under each picture.	Reads labels aloud. Suggests labels for teacher to print.
Encourages children to refer to chart and to read it to one another.	Uses chart in free periods. Enjoys sharing the activity with another child and in displaying his ability to read.
Displays pictures of people **producing** other services. (Figure 12.)	

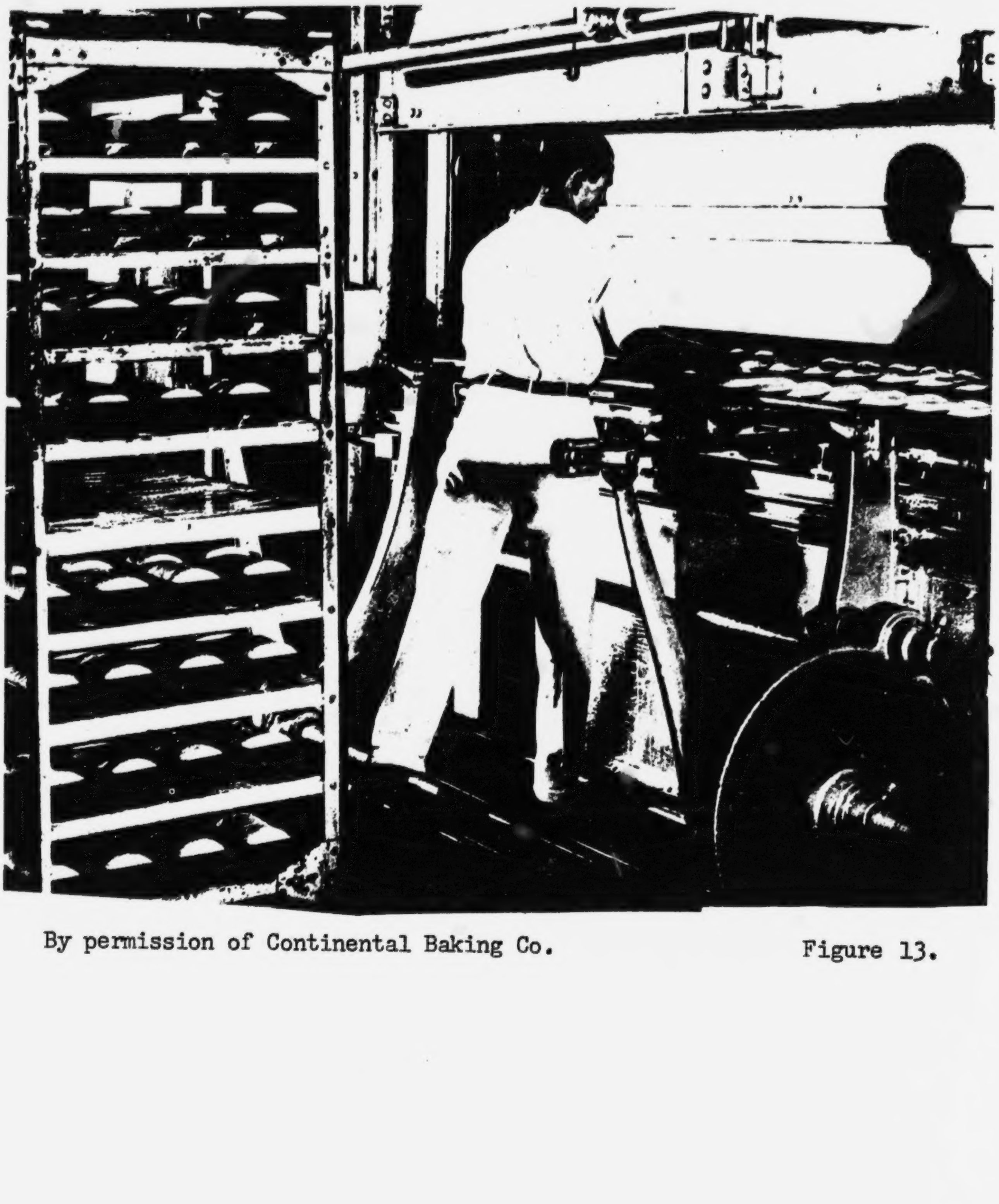


Meter Man Reading a Meter (Consolidated Edison) Figure 12.

THE TEACHER	THE CHILD
What service is this person performing?	May not have seen a man reading a meter.
What does he find out when he reads the meter?	Learns that he is finding out how much gas (electricity) has been used.
Sings song about a worker who performs a service. "Hi! Mister Electric Man," Adeline McCall, This is Music Boston: Allyn and Bacon, Inc., 1965, p. 13. (Verses are included for the postman, milkman, garbage collector.)	Becomes more familiar with various types of services. Enjoys singing about the workers.
Encourages children to make up verses about other workers they have mentioned who **produce** services.	Creates (cooperatively) simple rhymes about workers and their services.
Records rhymes in book for library corner.	Rereads rhymes about workers.
Suggests that children add their illustrations.	Illustrates a worker performing a service.
Selects a store, bank, factory or construction site in the beighborhood as a basis for a study in depth of the kinds of work people do. Plans to select an example of a producer of goods; e.g., a bakery and an example of a **producer** of services; e.g., a bank.	
The Baker and His Workers	
At snack time, discusses with children the type of cookies they prefer.	Expresses individual preferences. Hears preferences of others. Is aware that everyone's taste is not the same.
Where can you buy cookies?	Mentions supermarket, grocery, bakery, etc.
Are the cookies you buy always made in the store in which you buy them?	Knows that some stores sell packaged cookies that are made elsewhere.
Where are cookies made?	May know of a bakery that bakes its own goods.
What are home-made cookies?	Learns that they are made at home.
Shall we mix our cookie dough by hand or use an electric mixer? (Depends upon whether a mother will bring one to school for the class to use.)	Prefers to do the mixing himself rather than watch an electric mixer.
Which way is faster?	Realizes the machine is faster.
Does the cookie taste differently if mixed by hand or machine?	Is reasssurred that the cookie tastes the same.
Supplies simple cookie recipe on chart.	
Reads aloud with class.	Reads ingredients aloud.
Explains fractional amounts of ingredients make a sufficient number of cookies for class.	Becomes aware of basic ingredients needed by baker.
Would the baker, who makes cookies for the neighborhood, need more or less amounts of flour, **sugar, etc.?**	Realizes the baker uses much larger quantities.

THE TEACHER	THE CHILD
Why would it be difficult for the baker to mix such a lot of dough by hand?	Becomes aware that it would be hard work to mix and would take a long time.
Rexographs a recipe for each child to take home.	Shows recipe to mother. Secures her interest in the project.
COOKIE RECIPE 1/2 cup of butter 1/2 cup of sugar 1 egg 3/4 cup of flour 1/2 teaspoon of salt (May substitute margarine for butter. Makes 40 small wafers.)	Names the ingredients. Tells if any are used in his home. Helps in measuring. Notes amounts used for class.
Mix sugar and butter. Add beaten egg. Add flour sifted with salt. Drop from a teaspoon onto a greased cookie sheet like small marbles, well apart. Bake 10-15 minutes at 400°	
On the day that the mixing and baking takes place, assembles ingredients and equipment.	Is interested in using the materials. Understands that he is going to produce something.
Ascertains that each worker washes hands before participating.	Accepts rules about health and cleanliness.
Encourages children to comment on appearance, odor, etc. of batter.	Uses descriptive words; e.g., smooth, sticky, sweet, etc.
Gives each child a turn at mixing the batter.	Participates as a worker. Watches to see how other children work. Awaits his turn.
Permits each child to measure and place a teaspoonful of batter on the cookie sheet.	Feels that he has a part in the finished product. Works cooperatively with group.
Assigns small groups to specific clean-up jobs.	Willingly accepts responsibility.
Serves cookies at snack time.	Is pleased to eat what he participated in making.
Who are the producers? Who are the consumers? What are the goods?	Is aware that the children are the producers. Realizes that the class is consuming the cookies. Understands that the cookie is the product.
Asks if children liked the cookies well enough to try to make them at home with mother.	Reports to class if mother tried the recipe for the family.
Plans trip to a local bakery. Makes arrangement with the baker in advance concerning time most convenient.	
Discusses with children plans for visiting bakery.	Is interested in seeing professional bakers at work.

THE TEACHER	THE CHILD
How will we travel?	Determines location and route.
What safety rules must we observe?	Recalls safety rules.
What health rules must we observe at the bakery?	Suggests not touching the baked goods, etc.
Develops with children the information they are curious about.	Contributes questions he wishes answered.
Who works in the bakery? What special jobs do they have? What tools do they use? What ingredients do they use? How does the baker know how much to bake? Why do some bakers work at night? Why did the workers decide to be bakers?	Discovers answers by observing and by asking questions during trip. Expresses opinions.
After the trip, discusses with children the information they gained and what, in addition, they needed to discover.	Asks other questions related to what they had seen.
Provides pictures to supply the additional information sought by children. (Figure 13.)	Seeks answers in the pictures. Realizes pictures provide another source of information.
Can you show how the baker takes the trays of dough and places them into the oven?	Imitates baker.
What special smell does a bakery have? Do you like the smell?	Recalls pleasant odor.
What does the baker need to know to do a good job?	Appreciates skills needed.
How is the bakery oven different from the one in your home?	Compares home and bakery facilities.
Here is the baker removing the finished loaves of bread at the other end of the traveling oven. (Figure 14.)	
How does the baker know when the bread is done?	Draws on class and home experience.
How does your mother know when the bread is done?	Recalls mother's devices for testing cake or bread.
How does a moving oven help to produce more loaves of bread?	Sees how machinery helps do the work.
Suggests that children dictate a letter of thanks to the baker.	Is aware that baker has been kind and patient.
Writes letter as dictated.	Expresses thanks.
Accompanies class to nearby mail box to mail letter.	Has a feeling of accomplishment.



By permission of Continental Baking Co.

Figure 13.

By permission of Continental Baking Co.   Figure 14.

THE TEACHER	THE CHILD
Summarizes the learnings, as suggested by children, on a chart.	Compares the materials and methods used in class and at bakery.

Our Class	The Bakery
Mixes batter with a spoon.	Mixes batter in a machine.
Uses flour, sugar, eggs, butter, salt.	Uses flour, sugar, eggs, butter, salt.
Uses a small amount.	Uses a large amount.
Eats the cookies.	Sells the cookies.

Places on library table picture books about the bakery; e.g.,	Is curious to find out if he recognizes any of the baking activities.
Carla Greene, I Want to Be a Baker, Chicago, Illinois: Children's Press Inc., 1956.	Relates pictures to own knowledge. Accepts books as source of information.
Jene Barr, Baker Bill, Chicago, Illinois: Albert Whitman & Company, 1953.	
Reads story about Swedish children who bake a cake for their mother.	Feels that he and the Swedish children have something in common.
May Lindman, Flicka, Ricka, Dicka Bake a Cake, Chicago, Illinois: Albert Whitman & Company, 1955.	
Why did the children want to bake a cake? Now that you have baked in school, would you and your big sisters or brothers bake at home?	Appreciates the special reason. May be willing to try if helped by siblings as in story.
Who were the producers in the story?	Identifies the children.
Who were the consumers?	Identifies those who ate the cake.
What did they produce?	Knows the cake was produced.

THE TEACHER	THE CHILD
EDUCATION AFFECTS WORK	
Helps children become aware that certain work requires special schooling.	
Aliki Brandenberg, *A Weed Is A Flower: The Life of George Washington Carver*, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.	
(Although this book is a biography written for older children, the illustrations are of value in presenting the story to young children. The teacher may use the text for her own reference and then adapt the story to the level of the children's understanding.)	Is attracted by the colorful illustrations.
What did George Washington Carver like best when he was a little boy?	Learns that he liked plants and flowers.
What other great man was George Washington Carver named for?	Connects name with George Washington, our first president.
What did George Washington Carver decide that he wanted to be?	May say **that he wanted to be a plant doctor.**
What did he have to learn?	Realizes he must learn about soil, climate, etc.
How did he help other people through what he learned?	Tells how he helped the poor farmers.
Could he have helped the farmers if he had not studied?	Realizes that it was his knowledge that was needed.
What are some of the things George Washington Carver discovered could be made from peanuts?	Recalls products; e.g., peanut oil, peanut butter.
How did George Washington Carver help everyone in the world through what he learned?	Realizes that many people use today what Dr. Carver taught.
Dr. Carver was a scientist. He experimented and discovered many things.	Learns what a scientist is.
If you wanted to become a scientist what would you have to do?	May say that he has to experiment or study.
How would you begin while you are small to find out about things?	Realizes that he can ask questions, use science corner for experiments, etc.
Helps children relate scientific learnings to themselves.	
Prepares the science corner with sweet potatoes, jars and water for planting potatoes, peanuts, magnifying glass, soil, flower pots, chopping bowl and chopper.	Is attracted by the materials and equipment. Connects his activities with those of George Washington Carver.
Suggests that children plant sweet potatoes in water and discover how they grow.	Enjoys using materials. Watches for changes. Observes details of growth.

THE TEACHER	THE CHILD
Helps children plant unroasted shelled peanuts in moist soil.	Gains habits of independence in observation of details.
Provides roasted peanuts and chopping equipment so children can make own peanut butter.	Is interested in reenacting some of Dr. Carver's discoveries.
Rubs shelled roasted peanut on piece of paper and holds to light to show the peanut oil.	Begins to understand how to go about finding out about things.
Encourages children to engage in these activities independently.	Is pleased with the confidence shown in him.
Discusses his observations and experiments with each child.	Feels that what he is doing is important.
Makes clear to children that this is how scientists often work.	Grows to realize how scientists work.
Provides time for child to show and explain his experiment to the class.	Shares results of his experiment. Feels proud that he has discovered something by himself.
Invites to visit the class, persons from the community whose work required special training in college; e.g., pharmacist, oculist, dentist, etc.	Suggests local persons with whom he may have had some contact.
Encourages children to prepare in advance questions to ask the visitor.	Learns to plan in advance.
Writes questions on chalkboard as dictated by children. What does an oculist (pharmacist, or etc.) do? Why did you become an oculist? How long did you go to school? What did you study in school? How does your work help other people? Do you like your work?	Dictates questions. May be able to supply partial answers. Has opportunity to think more deeply about the work.
Rexographs questions and distributes to children. Reads questions with class. Suggests that children invite their parents to come to hear the visitor. Prepares invitation to parents with help of class.	Is reminded of what the purpose of the visit is. Understands the questions. Is pleased to include his family in a school activity. Helps prepare the invitation.
On day of visit, introduces visitor to class by name; e.g., Dr. John Jones. Gives visitor rexographed question sheet to guide his answers.	Observes teacher's courtesy. Realizes that the visitor is a special guest and an important person.
Encourages parents and children to ask other questions.	Is proud if he or parent can contribute.
Leads the applause at end of visit.	Understands that this is one way to show that he enjoyed the visitor's talk.
Thanks the visitor or chooses a child in advance to express the appreciation of the class.	Learns to express his thanks verbally.

THE TEACHER	THE CHILD
HOW MACHINES HELP US	
To help children become acquainted with **some of the wide variety of machines** in use, announces a new display of picture books about machinery in library corner. Suggests children examine them.	Looks at various books displayed. Knows that the books are about machines.
Russell Hoban, What Does It Do and How Does It Work? New York: Harper and Row, 1959. Jerome Leavitt, True Book of Tools For Building, Chicago, Illinois, Children's Press, 1955. Julius Schwartz, I Know A Magic House, New York: McGraw Hill, 1956. B.J.Syrocki, What Is A Machine? Chicago, Illinois: Benefic Press, 1960.	
After children have had the opportunity to look at the picture books, asks children to identify some of the machines by name and to tell what work they perform.	Identifies the machines with which he is familiar. Tells their purpose. Listens to the information given by other children.
Plans an action game to reinforce knowledge of name and use of machine. Suggests that one child in center of circle show how he would use a machine and that the other children imitate his actions and guess the name of the machine.	Participates in class game by demonstrating vigorously. Demonstrates his knowledge of a machine and its use. Learns from other children's performance, about machines with which he is less familiar.
Provides crayons and paper so that children may draw some of the machines that have been mentioned; e.g., electric toaster, washing machine, tractor, bulldozer, sewing machine, etc.	Shows by drawings the machines of which he is aware.
Helps children label each illustration. Collects illustrations to combine into one book about machines.	Writes with teacher's help or reads what she writes. Contributes to class project.
Alerts children to the machines that they use in school by asking: How can we fasten the pages together so that we will have a book about machines?	Suggests sewing, pasting, pinning, stapling, tieing, etc.
Provides stapler or hole punch for children's use.	Uses or watches stapler being used.
What would we have used if we did not have a stapler? Why is the stapler better for this job?	Chooses one of the methods previously suggested. Realizes that it was faster and stronger.

THE TEACHER	THE CHILD
Helps children become aware of other machines in the school by arranging a trip to the office to see the typewriter, rexograph machine, adding machine, mimeograph machine, etc. Secures permission in advance so that children may watch a worker use the machine.	Watches worker use machine. Notes sound of machine, speed, moving parts, etc.
Who is using the machines?	Sees that some children from upper grades, teacher aides, and secretaries use the machines.
How did they learn to use the machines?	Thinks that someone showed them or they went to school to learn.
Could you learn to use the machine?	May say that **he would like to use them** and is eager to learn.
What will you have to know before you can use a typewriter?	Realizes that he will have to know how to read the letters on the keyboard and how to spell.

THE TEACHER	THE CHILD
SEASONS AND CLIMATE AFFECT WORK	
Prepares game to help children become aware that some chores may be performed only in certain seasons.	
Explains names of seasons. Recites verses of game. Encourages children to perform appropriate action to words.	Learns the four seasons. Becomes aware of the characteristics of the seasons.
Work in Seasons	
Shovel snow in winter Paint the house in spring Repairs his toys in summer These chores the seasons bring.	Suits the actions to words. Enjoys imitating the chores.
Take the baby out in summer Gather leaves in fall Knit a scarf in winter There's a time for all.	Realizes why certain things can be done only at certain times.
Suggests that children name and imitate other seasonal jobs.	Tells of other jobs he has seen performed and the time of the year; e.g., sanitation truck flushes streets in summer.
Provides materials so that children may depict people doing winter jobs.	
Mix soap flakes and water until it is a thick paste.	Enjoys mixing and sharing a new media.
Suggest that children spread it on colored construction paper to represent snow. Ask children to use crayons to draw men working in the snow.	Uses imagination and draws on past observations to depict people at work in winter.
Discusses kinds of fruit available in fruit store at various times, where they come from, who grows them.	
When do we see peaches in the market?	Recalls that it is during the summer.
Do peaches grow where it is warm or cold?	Deduces that they grow where it is warm.
From what part of our country do they come? Who has heard of Georgia peaches? Why do we call them Georgia peaches? Shows map of the United States. Reviews directions with children; e.g., North, South, East, West.	May infer that they come from South where it is warm. Learns that peaches grow in a place called Georgia. Learns cardinal directions. Learns directions on map.
Helps children locate Georgia and New York on map.	Observes relative locations. Realizes that Georgia and New York are two states.
Which has the warmer (colder) weather, Georgia or New York?	Draws conclusion based on map learnings.
When do people pick peaches to send to us?	Recalls that it is in summer.
Why can't they pick peaches at other times?	Infers that peaches are not ripe.
What must the workers do when all the peaches have been picked?	Discovers that they must look elsewhere for work.

THE TEACHER	THE CHILD
Teaches song to help children understand the work of the pickers.	
"My Apple Tree" in Music For Living Through The Day, Morristown, New Jersey: Silver Burdett Company, 1962.	
If we wish to eat the apples ourselves how might we get them from the trees?	Thinks that he could shake tree or wait until the apples fall.
How would we get them if we wanted to sell them?	Realizes he must use a ladder and basket and pick carefully.
Why would the pickers be more careful?	Understands that the fruit must be in good condition to sell.
Organizes game to promote conscious recognition that producers of some food are dependent on seasonal work.	Enjoys the stooping, feeling, grasping, swinging activities in the game.
"Fruit Sale," adapted from Jessie H. Bancroft, Games, New York: Macmillan Co., 1937.	Reinforces through dramatization, his learnings about fruits in season.
Asks children to choose a season in which the sale takes place.	Identifies a season by name; e.g., summer.
What fruits do we see in the store at that time?	May say watermelon, peaches, etc.
Suggests that on way to school or when shopping with mother look to see what fruits are displayed.	Connects school learnings with daily living.
Chooses a market man and a buyer. The other children are the fruit.	Enjoys the activity of stooping, swinging, etc.
Buyer: "Have you any fruit to sell?" Seller: "More fresh fruit than you can tell." Buyer: "Some are too hard to eat (soft, sour, sweet, etc.)." Buyer: "Why don't you have cherries (or a fruit out of season)?" Seller: "Pickers are not picking cherries -- now. This is not the time they grow."	Participates in the dramatization. Is aware of seasonal nature of fruits. Feels fruit. Comments on kind and quality.
Buyer selects one piece of fruit. Takes chosen child by hand and swings it back and forth three times. The fruit (child) is bought and follows the buyer as he shops.	Identifies fruits by name.

THE TEACHER	THE CHILD
LOCATION AFFECTS WORK	
Shows class large picture of dairy farm. (Dairy Panorama, from the National Dairy Council, 202 East 44 Street, New York, N.Y., 10017.)	Observes the many activities shown in the picture.
What do you think this picture is about?	May think that it is about a farm.
What kind of farm raises cows? If children do not know the term informs them that it is a dairy farm.	Learns the term "dairy farm."
What products does the farmer get from the cows?	Enumerates butter, milk, cream, cheese.
What do cows eat?	Learns that they eat grass.
Where do they have to go to be able to eat all the grass they need?	Discovers that they need large grassy fields.
Where do you think the dairy farm is located?	Infers that it is in the country.
Why don't we have dairy farms in New York City?	Is aware that there is insufficient space in city. Farms are located where there is space for the cows to graze.
Plays singing, question and answer game to reinforce knowledge of what animals are to be found on a farm and what the animals need for food.	Becomes more familiar with some aspects of farm life. Understands that farm animals are large and need open spaces.
"Feeding Time," in Music for Living Through The Day, Morristown, New Jersey: Silver Burdett Company, 1962, p. 55.	
If people want to work on a farm where would they go to live?	Infers that they would have to live in the country.
Why couldn't someone live in the city and go to a farm to work every day?	Realizes the distance would be too great for daily travel.
Shows class large picture of city scene. (Urban Panorama from The National Dairy Council, 202 East 44 Street, New York, N.Y., 10017.)	Observes the many activities shown in the picture. Compares with activities shown in Farm Panorama.
What do you see in this picture?	Enumerates buildings, streets, cars, people, etc.
What do you call a place that has many tall buildings, streets and people?	May answer that it is a city.
What kind of work do people who live in the city do? Encourages children to relate the kind of work members of their families do.	Itemizes such jobs as working in stores, driving a bus, operating a machine in a factory, working in an office, etc.

THE TEACHER	THE CHILD
Show pictures from Families and Their Needs, Silver Burdett Company, 1966, pp. 57, 58, 87.	Observes pictures.
Do people who work in factories and stores have much space to work in?	Comments that there are many people crowded together.
Why do so many people come to the city to look for work?	Thinks that there are more jobs there.
Why do some people like to work in the country?	Realizes that some people love animals, fresh air, outdoor jobs.
Why do some people like to work in the city?	Thinks that they like to be with many other people, like the amusements, shops, etc.
Helps children think about the jobs available in different locations by suggesting that they make dioramas about where they would like to work and the kind of job they would like to do there.	Thinks about jobs available in city and in country. Decides which he likes best for himself.
Asks children to bring in shoeboxes, candy boxes, etc.	Cooperates by supplying own box for diorama.
Supplies materials; e.g., clay for trees and animals, small boxes for houses, crayons, scissors, paper, paste, small sticks, etc.	Uses materials creatively and independently. Shows knowledge of jobs in country or city.
Invites another class to see completed display.	Explains why he depicted country or city.
Encourages each child to explain his diorama to visitors.	Tells why he likes the job he depicted.

THE TEACHER	THE CHILD
DIVIDING THE WORK	
Plans a visit with class to a construction site. If possible, visits it from time to time to watch progress.	
What did some men have to do before these workers began to build?	Is aware that they tore down the old building or cleared the plot of ground.
What machinery did they use to move the dirt?	Learns names of construction machinery; e.g., dredge, bulldozer.
What happens after they have dug the space for the foundation?	Realizes that men must bring building materials.
What machinery do they use then?	Learns names of other machinery; e.g., cranes.
What are some of the materials that go into making a building?	Observes the materials on the building site; e.g., concrete, steel, wood, etc.
What will the workers do after they have completed this building?	Becomes alert to the need of the workers to find another construction job.
Develops the sequence of operations with the aid of a filmstrip. Building a House (Audio- Visual List No. 1669.03 Board of Education, City of New York)	
How many men are working on this building?	Sees that there are many workers.
What are some of the work you see them doing?	Observes that some are digging, some are on the truck, etc.
How did they learn to do their jobs?	May say that some men taught the others.
Reads story to reinforce idea of the division of labor and different kinds of machinery used.	
Dorothy Walter Baruch, "How the Road Was Built" in Favorite Stories Old and New, Garden City, New York: Doubleday and Company, Inc., 1942, p. 44.	Learns specific terms for hitherto vague generalizations. Sees sequential steps in building a road. Becomes aware of interdependence of workers.
What did the surveyors do?	Learns need for this skill.
What did the driver of the gasoline shovel do?	
What did the driver of the dump truck do?	
What did the grader do?	
What did the steam roller do?	
What did the concrete mixer do?	
Who was happy to use the road?	

THE TEACHER	THE CHILD
To understand how building workers are dependent on one another play a game. What Would Happen:	
If the truck broke down and could not carry away the dirt. If the steel beams were not delivered?	Uses imagination and ingenuity in trying to find solution. Begins to realize how each task is dependent on the completion of a previous step.
If it rained all week and filled the excavation with water? If the carpenter became ill?	
Encourage children to use imagination in posing similar problems for the class to answer.	Enjoys thinking about other events which could cause delays for the construction workers.
Reads poem to illustrate that only the most simple building can be done without help. Three Little Pigs in Verse. Illustrated by William P. duBois New York: Viking Press, 1962.	Identifies the materials of which the houses were made.
Which house was the most difficult to build?	Finds out that the brick house was most difficult.
What do we call a man who builds with bricks?	Learns the word, "bricklayer."
Why were the little pigs able to build their house without help?	Realizes that the houses were small.
Why couldn't a man build an apartment house by himself?	Understands that the material is too heavy to handle alone. Is aware that it would take too long. Recalls that special skills are needed.

ADDITIONAL ACTIVITIES

COMMUNITIES DIFFER IN GOODS AND SERVICES THEY PROVIDE

This theme may be introduced through a discussion about the meaning of work.

What does work mean?

When your parents go to work each day, do you know what work they do?

What work do people in our school do? Do you see other people at work in the community?

What happens to the things people make when they work?

Do people do useful work even if they don't make something?

CONSUMER OR PRODUCER?

Help children understand how producers of goods and services differ from consumers.

Display a chart with pictures of things a family usually buys. Add other pictures suggested by the children (bread, toys, shoes, etc.).

Ask children if they know where these things come from. Elicit that they are products made by people who work, called producers of goods.

Develop the understanding in different ways:

As you look around the room, can you name objects that people produced? Children use appropriate vocabulary in their discussion, e.g., I see blocks. Do you know how they were made? Another child answers: Somebody worked to make them (or produce them). The children continue by talking about objects in the room - crayons, chalkboard, books, etc.

Use pictures of people at work (Figure11).

What does this lady produce? What tools does she use in her work?

Collect other pictures for a class scrapbook of people at work.

Some children will invariably mention jobs that involve the production of services.

Show a picture of a worker performing a service (Figure 12). Explain that people perform useful jobs to produce services.

Ask children to tell about other jobs in which people produce goods or services. List these in two columns, let the children help to classify jobs mentioned:

Producers of Goods	Producers of Services
Baker (illustrated)	Typist (illustrated)
Dressmaker (illustrated)	Teacher(illustrated)
Cook (illustrated)	Dentist(illustrated)
etc.	etc.

Elicit from children what happens to the goods and services produced by workers. Use the pictures collected for the scrapbook (above) and objects around the room. Explain that the people who use the goods or services are consumers.

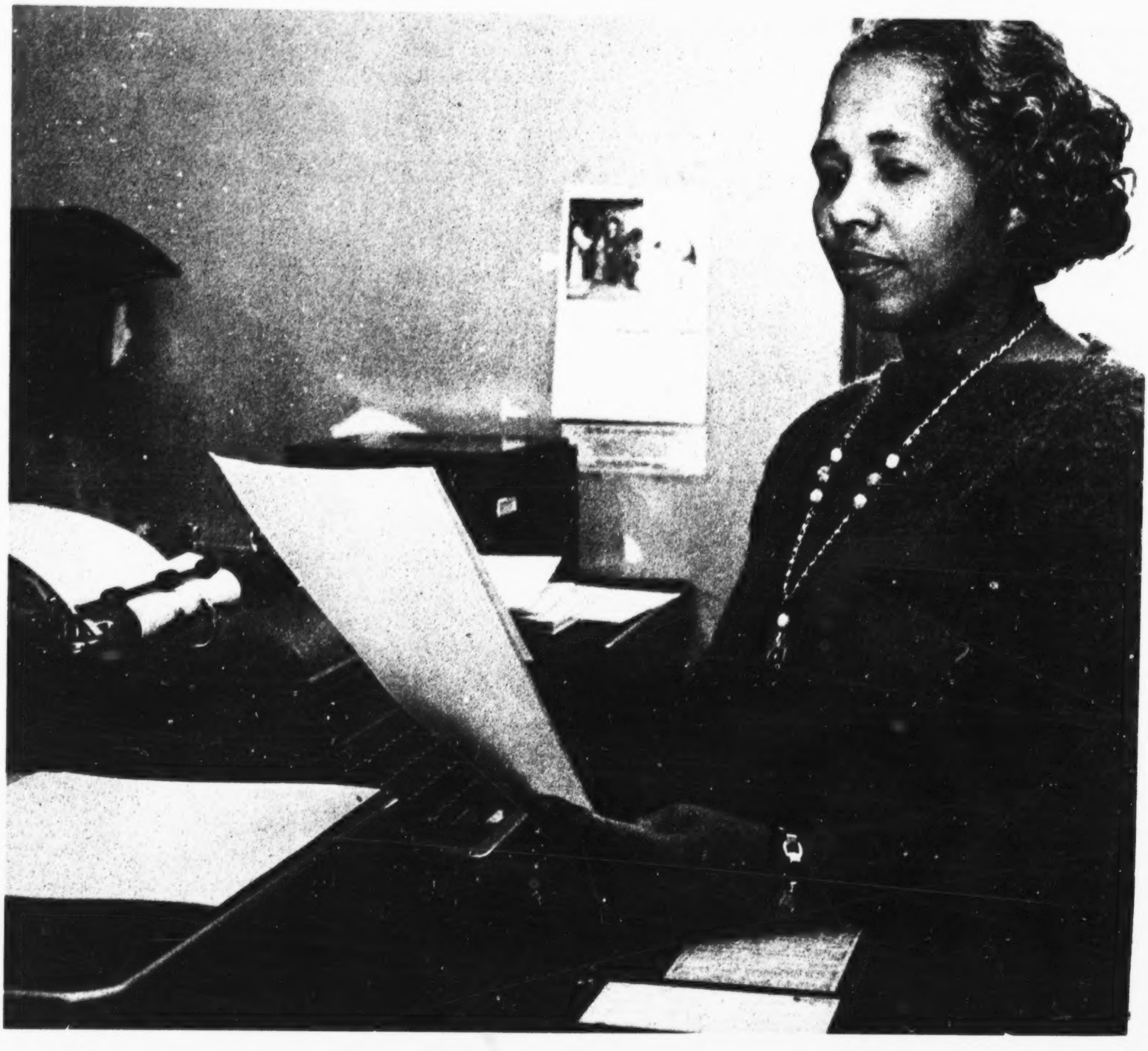
What are some goods we use as consumers? (chalk, paper, food, shoes, etc.)
What are some services we use as consumers? (librarian, dentist, teacher, etc.)

Read aloud the picture-book story, One Mitten Lewis by Helen Kay. Ask children if they can recognize the consumer in the story? Who is the producer? Is Lewis a good consumer? Why?

Guide children in producing something useful - a book cover, plastic pencil case, jello, butter, etc.

Children carry out their job and tell that they are producing goods. As they make use of the goods, they call themselves consumers of goods.

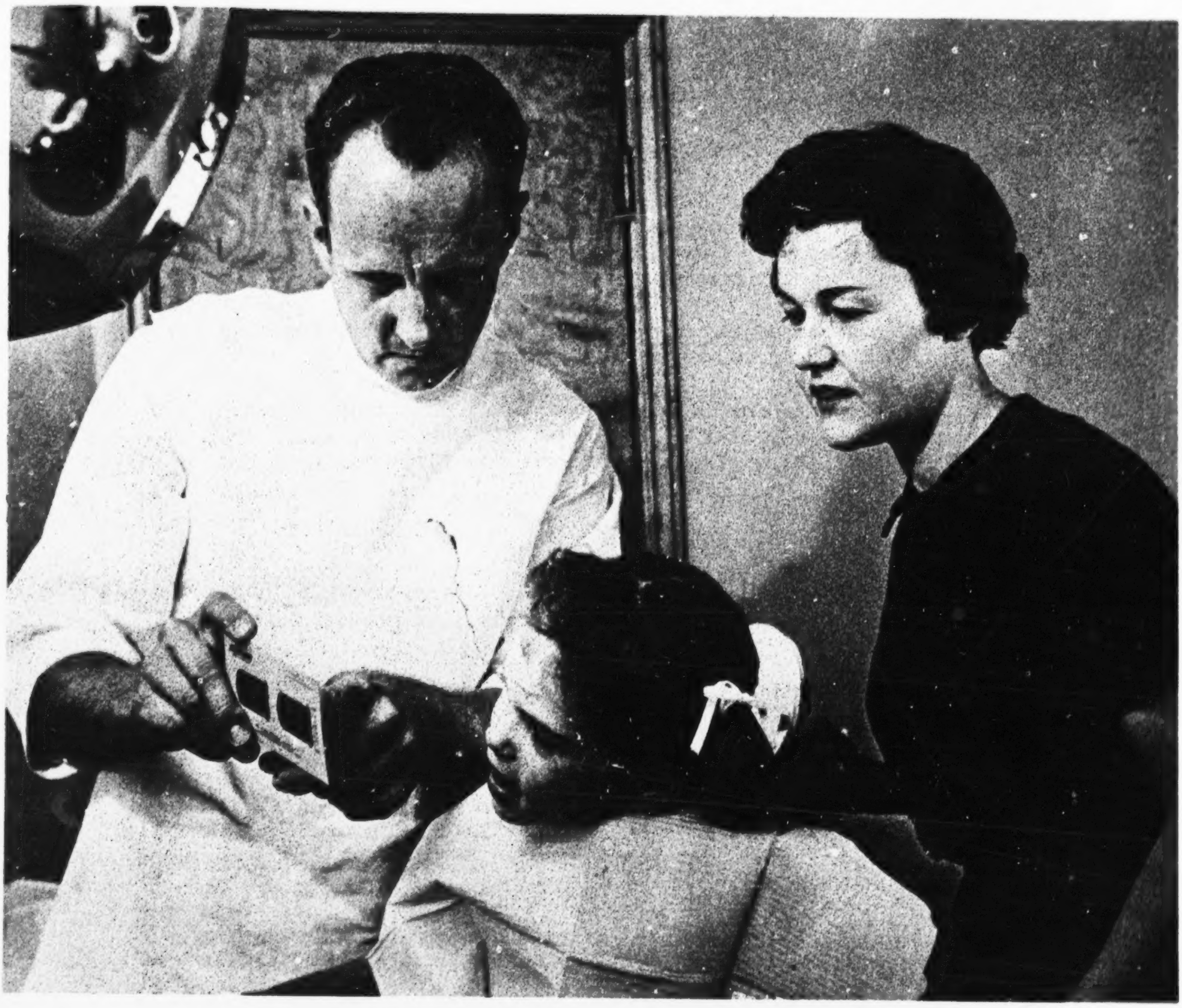
What does this worker produce?
What tools does she use?
What do you think she does at her job?
Do you know someone who does the same kind of work?



Office Worker - N.Y.C. Board of Health

Figure 15.

Who is the producer in this picture?
How can you tell which one is the consumer?
Does this person produce goods or services?
What kind of machines does a dentist use?



Child Visiting the Dentist
By permission of American Dental Association

Figure 16.

Discuss with the children whether or not the work done by mothers at home can be called goods or services (or both).

Children draw pictures of mother producing goods (sewing, baking), and producing services (shopping, cleaning, or reading to the children, etc.)

They draw pictures of themselves as consumers of goods and of services.

Pictures are added to the scrapbook (above), and the book title is added: Producers and Consumers.

Use pictures of producers and consumers in a social studies book, such as Families at Work; Our Working World, p. 176.

Can you find the pictures of producers?
Can you find the consumers?
Show us how each person would perform his job.

Help children to understand that families long ago were producers as well as consumers of many things they needed.

Read a story of Indian life, such as Good Hunting, Little Indian by Peggy Parish. Talk over with the children how the family got its food. How is it different from the way our family gets its food?

Show a filmstrip, such as Colonial Children to find out how families who lived a long time ago produced goods and services.

If you were living in this family, what jobs would you have? Why did the family make its own clothing? Its own candles, butter, etc.? What services did the family produce? (Repeat the filmstrip to find the answer.)

Show pictures of people at work in our time.

How are the jobs different in our time from the way they were in the old days? What special jobs do workers have today? What happens if a specialist does not do his job?

THEY ALL GO TO WORK

Arouse interest in finding out what work people in the community perform.

Read aloud the story, "The Cat Who Wondered" by Lucy Sprague Mitchell (In Animals, Plants and Machines, D.C. Heath.) (Also reproduced in Families at Work: Resource Unit, p. 93, op cit.) It starts:

"Once there was a little cat who lived outside the city. Every morning the little cat watched the men and women go away from their homes. Where do they go?"

(The story tells that one person went to a job as a radio announcer, another as bank teller, typist, shoe salesman, etc.)

Ask children to dramatize the jobs in the story.

They may change the story to "The Boy Who Wondered." How would it be different from the cat's story?

First children may want to talk about how their parents travel to work.

They take a walk around the neighborhood to find out different ways of traveling.

They contribute drawings or cut out pictures for a wall chart.

Use the list of producers of goods and services previously developed.
Add other jobs children mention, classifying each as producer of goods or services.
Which column has more kinds of jobs? Are there more people producing goods or services.

Select a store, factory, or construction site in the school neighborhood as a basis for a study in depth of jobs people perform. Two types are suggested here, but the teacher should select jobs that are available and familiar to the children.

People Who Work in the Bakery (producers of goods): A Study in Depth

Motivate interest by discussing how they helped their mothers bake cookies for the Cake Sale. From experiences with baking in the home (or classroom), children will be able to compare and contrast how baking is done commercially. Children show interest in packaged cookies or those used at snack time. How are they baked?

Develop a chart based on a classroom experience of the steps in baking the cookies: ingredients, tools, procedures.

Give children an opportunity to prepare a cookie dough which may be baked by a parent and brought to class for children to eat.

Prepare a recipe on a chart for making cookies.
Let children follow the steps as they use play dough in their dramatic play.

Encourage children to express what they smell, feel, taste as they prepare cookies and eat them, e.g., smooth, sticky, soft, warm, sweet, etc.

Name the ingredients used in making the dough (flour, eggs, sugar, water, butter or other shortening). What do we use in making cookies? Later, when they visit the bakery they will be able to recognize and name some of the things they observe.

What are some tools and equipment mothers use at home when they bake cookies?

Use pictures (Figures 17, 18 and 19) to help children compare the efficiency of a hand beater and an electric beater.

A Trip To A Bakery

Select a bakery that children may be able to visit. (A local bake shop or a large commercial plant, such as Continental Baking Co., in The Bronx.)

Before the trip to the bakery:

Make appropriate arrangements with the school supervisor and the bakery.
Get written permission from parents.

Trace on a community map the route to be followed and how they will go (walk, ride on bus or subway). What safety rules must we observe?

How will we behave at the bakery? Why must we be sure not to touch anything there (safety and health reasons)?

What do we want to find out? What questions shall we ask the baker?

Who works there?
What special jobs do they have?
What tools do they use?
What do they put into the dough?

How does the baker know how much bread or cake to bake?
Why do some bakers have to work at night?
Why did the workers decide to become bakers?

During the trip:

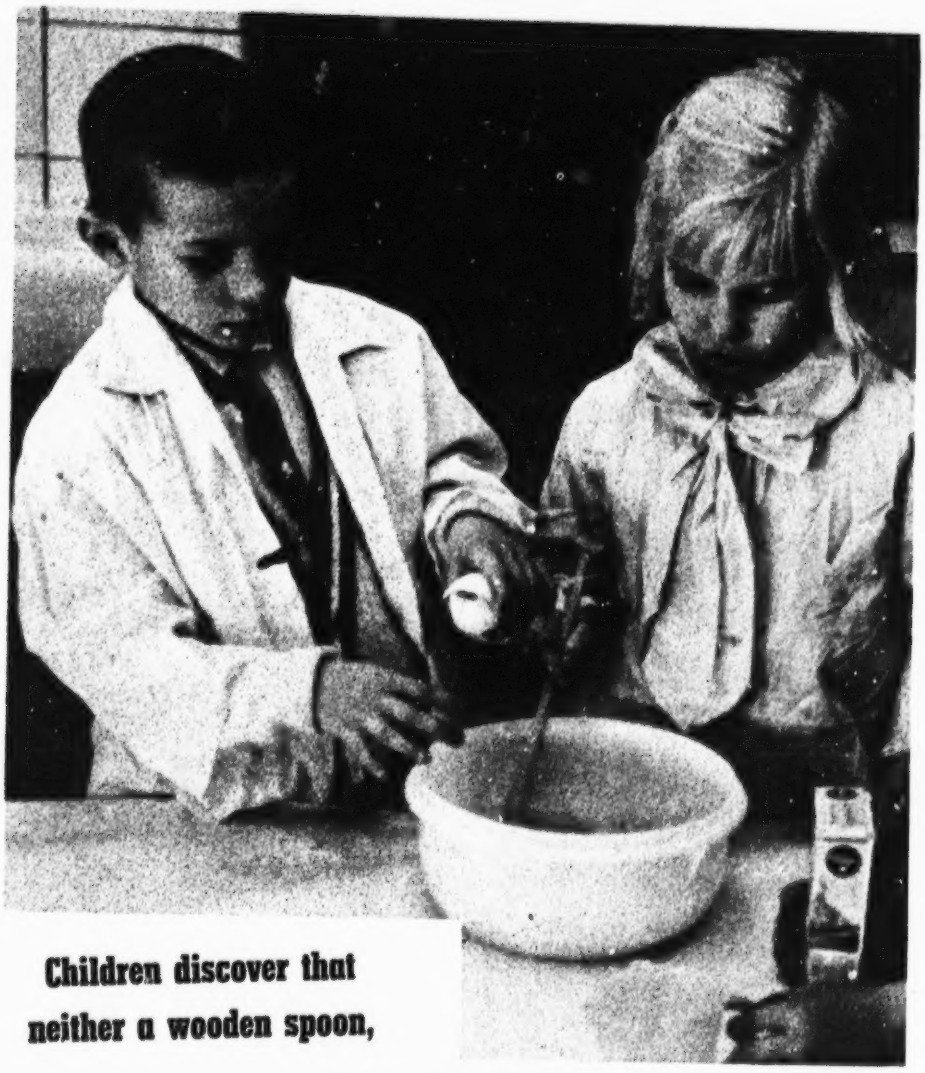
Children observe the rules previously discussed.
If practical, the teacher takes pictures of the visit as a record.
The teacher is alert to learning possibilities that may arise unexpectedly.
Children look for answers to questions and take turns asking other questions.

After the trip:

Talk over what they liked about the trip, what they learned, and what they still needed to find out.

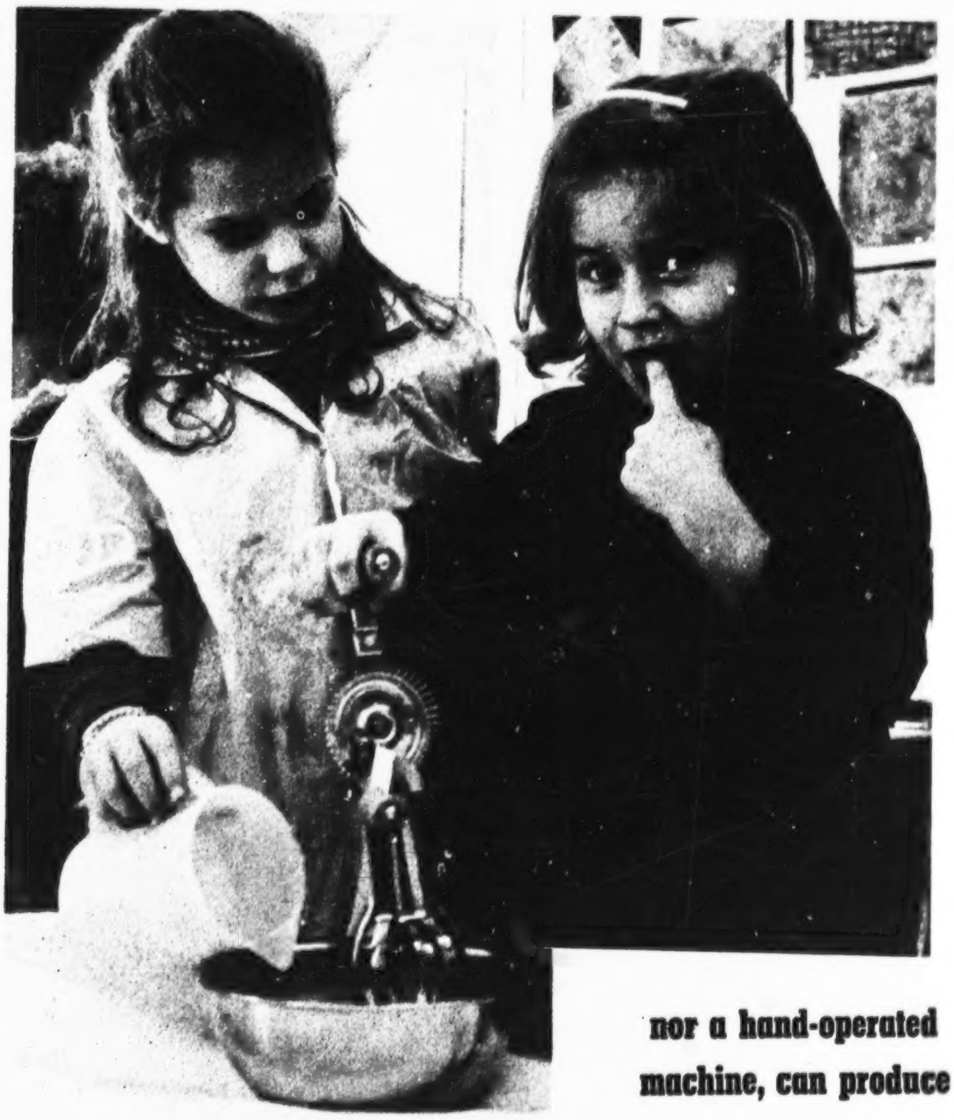
Send a letter of thanks dictated by the children.

Summarize the learnings with a chart comparing how mothers bake at home and how baking is done commercially. How is the baking process similar? How is it different ?



Children discover that neither a wooden spoon,

Figure 17.
By permission of Science Research Associates



nor a hand-operated machine, can produce

By permission of Science Research Associates Figure 18.

**as well ahd as fast as
an electric machine.**

By permission of Science Research Associates Figure 19.

Mother	Bakery
1. Mixes dough with spoon or beater (hand or electric).	1. Mixes dough in big machine.
2. Uses flour, butter, eggs, sugar.	2. Uses flour, butter, eggs, sugar.
3. Rolls out dough with hand rolling pin.	3. Rolls out dough with hand rolling pin.
4. Uses cookie cutter.	4. Uses machine cookie cutter.
5. Works alone	5. Several people help.
6. Stores cookies for family to eat.	6. Packages cookies to sell in store. Collects money.

Help children to infer from the chart how baking at home and in the bakery may be compared and contrasted.

If a trip to a large bakery is not practical, show them a motion picture, such as Bakery Beat (Cahill), which helps to answer questions, such as: How are cookies baked at a cookie factory? Why do bakers work at night? What machines do they use?

Ask children if they would like to go into the bakery business? What will be needed? (See suggested development in Families at Work: Our Working World, Resource Unit, Lesson 21.)

Review the kinds of machines used in bakeries, such as the ones in Stories About Sally, pp. 86-91 (165-021)

For children especially interested in the work of bakers, make books available, such as I Want to Be a Baker by Carla Greene.

Explain that a long time ago people usually did their own baking of all bread, cakes, and cookies.

How do families today get their bread, rolls, cakes, and cookies? Write an experience chart, somewhat like the following:

We Eat Bread and Cake

Mother bakes bread and cake.
She buys bread and cake at a food store.
She buys bread and cake at the bakery.

Let's find out more about the bakery.

Help children locate bakeries on a map of the community.
Why do families buy in a bakery? How do the baked goods, sold in a bakery differ from those in a grocery store?
How do bakeries differ from one another? Show samples (and let them taste differences), of cakes or cookies sold in bake shops representing different culture groups - French-style, Spanish-style, Jewish-style, Italian-style, etc.
Parents may be able to help assemble the sample cakes and discuss with the children how each is made.

People Who Build Houses

Help children follow the steps in constructing a building to see special jobs and division of labor.

If possible, take them to an actual construction site in the neighborhood, visit it together from time to time to watch progress.

Develop the sequence of operation with the aid of a filmstrip, such as Building a House (1669.03). Children find answers to such questions as:

What do the men need to do first?

sugar.	sugar.
3. Rolls out dough with hand rolling pin.	3. Rolls out dough with hand rolling pin.
4. Uses cookie cutter.	4. Uses machine cookie cutter.
5. Works alone	5. Several people help.
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What do the men need to do first?
What machines do they use?
What happens next? And next?, etc.
What are some building workers called?
What do these workers do when the building is finished?

Build a house in the classroom with blocks, toy machines, signs. As the children build, they learn to use appropriate vocabulary - the driver of a bulldozer, a dump truck; or, the carpenter, the bricklayer, etc.

Invite a building worker to class to answer some of the children's questions.

What do you have to know to do your job?
How did you learn it?
Do you have a family at home?

Play the recording, Building a City.
Encourage children to imitate the sounds of tools and machines and to dramatize the action.

Sing a song about a building worker, e.g., The Carpenter (Figure 20).

Play a matching game of building workers and their tools or arrange pictures of specialized workers in the order in which they help to build.

architect
builder
electrician
bricklayer
plumber
carpenter

trowel
flashlight
blueprint
bricks
saw
pipes

Use sketches of building workers in a social studies book to help with the game.

Learning About Our Neighbors (165-738.1) pp.164-5
Your Town and Mine (165-022) pp. 122-5

To understand how building workers are dependent on one another, let the children imagine, What Would Happen If....?

It rained for a whole week while the house was being built.
The cement mixer broke down.
The truck did not bring the pipes.
The carpenter got sick and did not come to work.
The builder or owner did not have enough money.

When We Grow Up

Help children identify with workers and their special jobs.

Use a tape recorder to interview all or some of the children, as for a radio interview:

Good morning, Margaret? What kind of job do you have?
Why did you pick this kind of job? (Each child responds spontaneously.)

Play back the recording so that the children can hear what they said. They may want to draw pictures or bring in pictures of the jobs they mentioned.

Follow up on some of the jobs children mentioned.

Why do you want to be a radio announcer?
What kind of training will you need?
How will you know what training you need?

Let children pick a favorite kind of job. List ways of finding out and rexograph the questions as a guide. (Refer to chart, How We Find Out, page....)

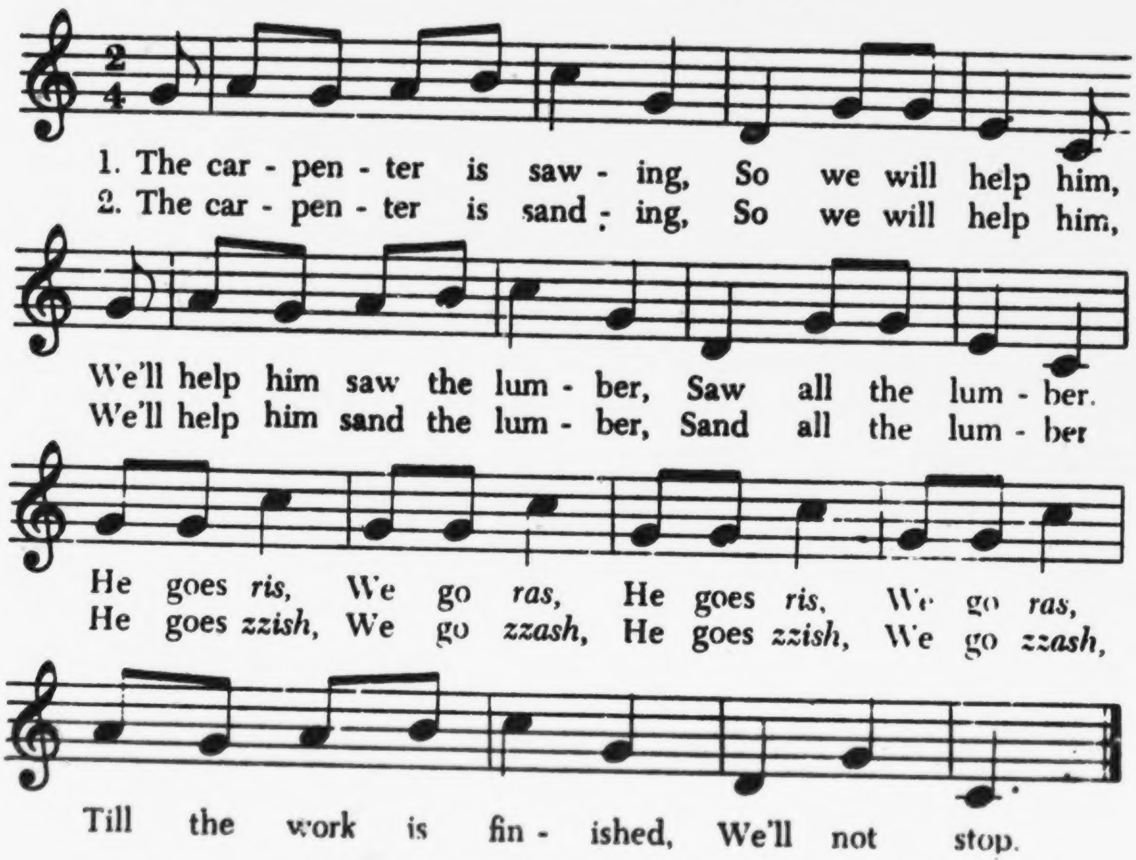
What does a ____________ do?
What does he need to learn?
What tools does he use?
How is he trained to use machines?
Why does going to school help people get a good job?
How can people get jobs when their old ones are no longer available? (running an elevator)

Children dramatize the action as they sing about building workers.

The Carpenter

English Words by Delia Ríos Brazilian Folk Song

When you saw a piece of wood, you make two motions.
These two motions will help you sing the song.


2/4
1. The car - pen - ter is saw - ing, So we will help him,
2. The car - pen - ter is sand - ing, So we will help him,
We'll help him saw the lum - ber, Saw all the lum - ber.
We'll help him sand the lum - ber, Sand all the lum - ber
He goes *ris*, We go *ras*, He goes *ris*, We go *ras*,
He goes *zzish*, We go *zzash*, He goes *zzish*, We go *zzash*,
Till the work is fin - ished, We'll not stop.

3. The carpenter is hammering,
So we will help him,
We'll help him drive the nails in,
Drive all the nails in.
He goes *bing*, we go *bang*,
He goes *bing*, we go *bang*,
Till the work is finished,
We'll not stop.

Here's a folk song with an appealing melody that lends itself to rhythms. Its amusing words will fascinate youngsters and they can easily be dramatized. For classes studying carpentry or the building profession, the song is a natural. From *Making Music Your Own*. Book 2, © 1964 Silver Burdett Company. Used by permission of the publisher.

Figure 20.

Plan a visit with the class to the school library to get information about jobs. Inform the librarian in advance so that she may gather appropriate books.

Review rules of behavior in the library

How to find a seat.
How to meet the librarian.
How to handle books.
How to behave while children are reading.

Introduce the librarian who shows children where the books are kept. She may have a few on a separate table for the class, such as the I Want to Be.... Series by Carla Greene.

Children select books to read in the library and those they will be allowed to take home. (These can be used with the help of parents, brothers and sisters, or friends.)

After the library visit, children fill in information they needed about their job. They dictate information for their booklet about the job and add this to their own drawings, stories, or pictures.

Invite a worker to class to help answer additional questions -- a school worker, parent, etc. Children find out more about the job, the working conditions, safety and health regulations, training, education. They learn what a union is and how it helps people get better working conditions.

Teach or reinforce the way the class behaves when a visitor is present.
Plan together the questions they will ask.
Allow opportunity for spontaneous questions.
At the end of the visit, follow social amenities previously taught.
Later, send a cooperative letter of appreciation, enclosing original material that may have been inspired by the visit.

Help children stretch their imagination to the future. What new jobs will there be when we grow up? (astronaut, frogman, weather forecaster, computer operators, etc.)

Show a picture of computer operators at work. (Figure 21)
Discuss picture with children. Have children bring in pictures illustrating other jobs.

Discuss a familiar situation involving the help and cooperation of many people.

Class monitors
The people who work in the school lunchroom.

What are the special jobs of each?
What do they need to do? What do they need to remember?
What happens if the person does not do his job?

Arrange a class activity, such as a class party, that would illustrate how division of labor and specialization improve efficiency.

Plan with the children what they will do at the party; e.g.,
We will eat. We will dress up. We will play, sing, or dance.

Highlight the need for dividing up the jobs in planning for the party and in carrying out the plans. Some children will help to buy refreshments, others distribute refreshments; some will help with the cleanup; and so on.

Each job is important to the success of the party, and each child selects a special job that will help all the other children.

Display a series of large photographs, such as Work Is. . . . (Urban Education Series, John Day.)

Ask children to take turns describing the work people do in the pictures. Add other pictures assembled by the children from magazines and newspapers, or those drawn or painted by them.

Children tell why this worker's job is important to himself and to others. They imagine the worker as a member of a family, and what he or she may like to do during leisure time.

WORKING AT A COMPUTER

The men work with a machine that stores up a great deal of information. The information is stored on a kind of tape recording which you can see in the background.

To get the information, a computer operator puts a tape on the machine, another worker types out a question, and presto! The answer comes through on the typewriter.

Do you know someone who works with a computer? Invite him or her to tell the class about the information it stores.

Make up a problem you would like to have answered by a big memory machine. For example, if the names and addresses of all six-year old boys and girls in the community were stored there, it might help us to invite them to a park festival.

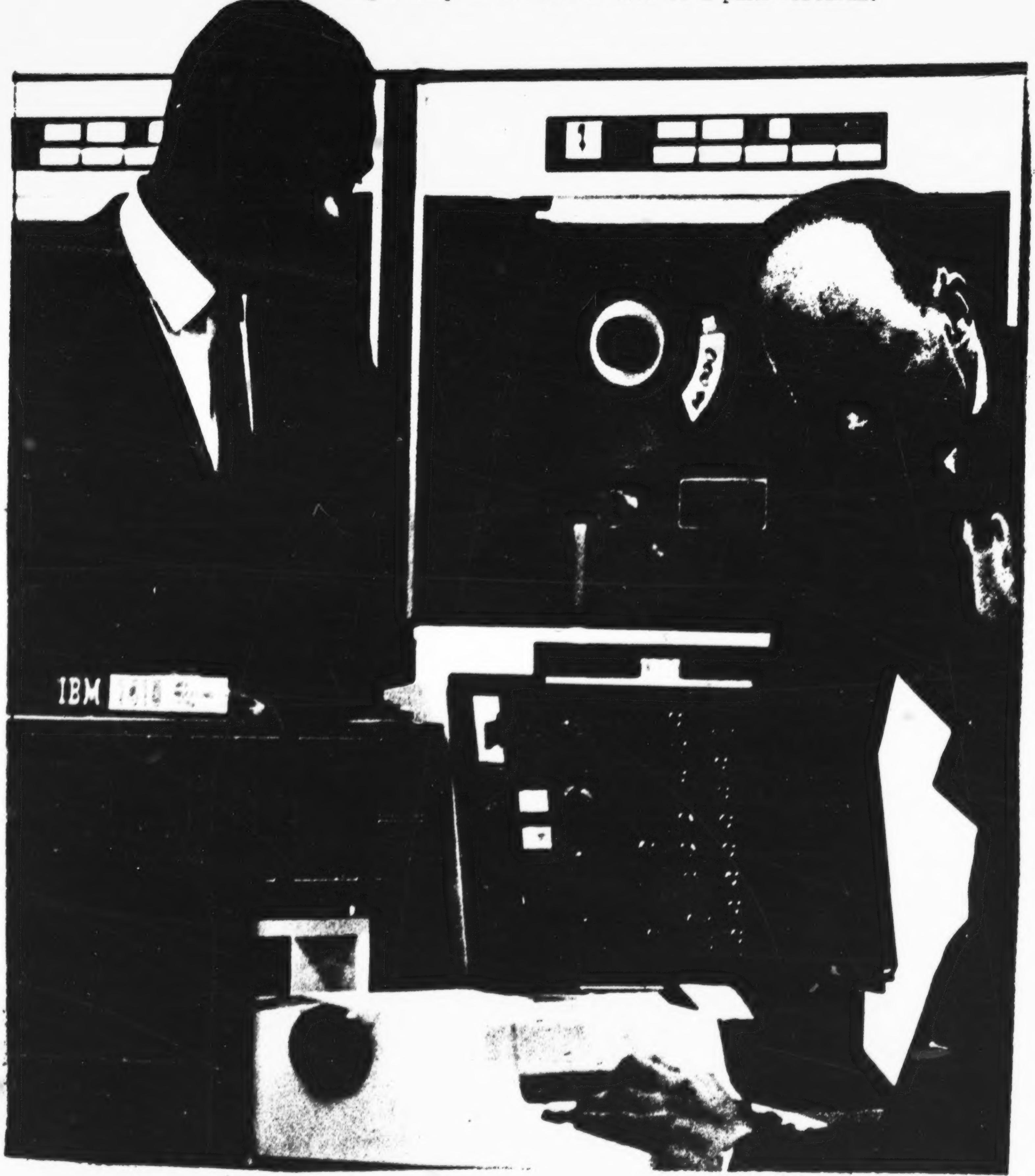


Figure 21.

By permission of I.B.M.

Money In Our Pockets

Discuss with the children why they think people get money for the work they do.

Children dramatize how people perform different jobs. (See Lesson 15, Families at Work: Our Working World)

Children take turns pantomiming the work they do - a pilot, bus driver, nurse, typist, etc. Each worker then receives money, which the teacher calls wages.

After several (or all) children have had a chance to earn wages, they are helped to arrive at the understanding that money is a form of exchange for some services performed.

Develop understandings to show how money moves in a continuous flow from one person (consumer) to another. (producer).

Arrange a corner of the classroom as a store.
The children decide what kind of business they would like to have - a toy store, a restaurant, a shoe store, a grocery, etc.

What will we need for our store:

Children mention goods, equipment, helpers. They learn that the business man must have money to buy these items before he can start his business.

How will we do business?

Children take turns as customers and sales people. The customer picks out what to buy and pays with play money. (Where did the customer get the money?)

The storekeeper collects all the receipts. What will he do with all the money?

Children dictate as the teacher makes a rebus list on a chart:

1. He pays for rent, lights, telephone.
2. He buys more goods for the store.
3. He pays some money to the worker.
4. He keeps some money for his family needs.
5. He saves some money in the bank.

The money is then distributed among children who represent the people to whom the money is paid.

Where does the money go next? Does it ever stop moving? What would happen if a worker put his money in a box and did not spend it?

Use actual experiences with money to strengthen understandings.

Collect pennies for cookies at snack time.
When the supply is low, the teacher and children count and remove the amount of money needed to order more cookies.

Are we using the money that we collected?
What if there is not enough money?
What if there is more than enough?
How could we use extra earnings?

Suggest to children that they should imagine having one dollar of their own to spend. What would you buy?

Help them find the cost of various items they mention — going to the movies, buying a box of crayons, buying candy, a toy, etc. When they mention something that costs more than a dollar, list it in another column for later discussion.

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Children find that they most make a choice between different items in spending the money. So, too, do parents. At another time, they talk over how people can get things that cost more than the money they have. How can each person save money to be used in the future?

Plan a trip to the bank so that children can see how their savings are used.

What shall we ask the manager? What do we want to see in the bank?

How can money work to earn more money? (Prepare the children with some of the activities recommended in the Activity Book, Lesson 20, Families at Work: Our Working World.

After the trip, list some questions that children still want answered. Invite the bank manager to class to watch a film, Money in the Bank—and Out (Churchill films).
Talk about the film together and find answers to questions.

Place on the library table books about money for children who are interested in coins and saving.

The True Book of Money by Benjamin Elkin (63-23-004)
Money Round the World by Al Hine (63-23-006)

Read together stories about earnings, buying and spending, such as:

Ask Mr. Bear by Marjorie Flack (a gift for mother) 71-00-461
Taro and the Tofu by Masako Matsuno (too much change from the storekeeper)71-41-007
Mike Mulligan and His Steam Shovel by Virginia Burton (getting paid for doing a job) 71-00-246
Annie's Spending Spree by Nancy Watson 71-02-431

Discuss with the class why it is important to take care of our possessions.

What happens if you lose your gloves?
What could your mother have used the money for instead of buying new gloves?
Why should we take care of brushes, crayons, and other school materials?

Make a roller movie showing how families spend and save money.
Help the children prepare to tell about the movie as it is shown.
Have children take turns as narrator. The class may select the best narrator to record the script on tape.

Plan a "world's fair" exhibit of foods, clothing, other items made in different communities (including some produced in their own community). Invite the cooperation of parents and other resource persons in assembling the materials, classifying and arranging them. Invite other classes, community leaders, the principal and other administrative or supervisory staff to visit the fair.

THEME B: MANY WORKERS SUPPLY MANY SERVICES

FOR PUPILS: SELECTED BIBLIOGRAPHY

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A-V MATERIALS

16mm. SOUND MOTION PICTURE FILMS

661.91	WHAT IS A NEIGHBORHOOD

FILMSTRIPS

51910	OUR NEIGHBORHOOD HELPERS (Set of 6)
51950	OUR NEIGHBORHOOD WORKERS (Set of 9)
N.L.	OUR COMMUNITY 58.5
1669.03	BUILDING A HOUSE
44290.13	COLONIAL CHILDREN

RECORDINGS

5558	BUILDING A CITY

FLAT PICTURES

N.L.	NEIGHBORHOOD FRIENDS AND HELPERS 83.5
FREE	DAIRY PANORAMA, NATIONAL DAIRY COUNCIL
FREE	URBAN PANORAMA, NATIONAL DAIRY COUNCIL 111 N. Canal St., Chicago, Ill. 60606

MULTI MEDIA

N.L.	NEIGHBORS AT WORK (SENESH) 77.68

THEME C: GOVERNMENT SUPPLIES SERVICES TO MEET PEOPLE'S NEEDS

NOTE TO THE TEACHER:

The suggested learning activities in Themes A and B are developed in detail as examples of techniques which may be used to foster conceptual thinking in the young child.

Themes C, D, E, and F present the suggested learning activities without further elaboration of specific techniques, with which it is assumed the teacher is familiar at this point. The choice of activities and the inclusion or substitution of other activities are left to the teacher's discretion.

To the child in the first grade, the term "government" has little meaning. Usually he defines government in terms of his limited contacts with persons currently in high government positions, as when he sees the President or the Mayor on television. However, although the young child has little understanding of the various branches of government, he does have some contact with government agencies which serve him and his family. His concept of what government is and how it affects him can be extended.

A park, playground, post office and the school represent services with which the children can identify. Theme C helps to clarify why government is needed to supply these services; how people take part in government; how these services are paid for; and how best they may be used.

FOR ALL THE PEOPLE

Plans trip in neighborhood at election time to see posters of persons campaigning for government offices.

Who are these persons?
How can you find out?
What does the poster say?
Why is the poster theere?
What can we learn from the poster?
How do people choose who is to hold an office in government?

Ask children to bring in pictures of persons in government from newspapers and magazines.

Help children arrange a bulletin board and label name and office under picture of government official.

Arrange for children to listen to news broadcase on radio or television. Suggest that they pay particular attention to the names of government officials and for what reason they are in the news.

Alternative trip may be arranged to local office of state assemblyman or he may be invited to school to greet the children and answer their questions.

Suggest that class hold an election to vote for class officers. Supply pencils and papers for ballots.

How do we know who won?

PEOPLE PAY TAXES TO THE GOVERNMENT FOR SERVICES

Plans trip to neighborhood store to purchase turtle, or etc., for class.

If what we buy costs fifty cents, why must we give the sales person fifty-three cents?
Who gets the three cents?
Inform class that money paid to the government is called a "tax."
Does everyone pay a tax when he makes a purchase?

What does the government do with all the money it collects from the people?

Develop the understanding that citizens pool their money (taxes) to buy goods or services that benefit everyone (government services).

Let children choose a job, which makes him a wage earner. Give each child a card on which his job is written. (The cards may have been developed in a previous theme.)

As the child receives the card, the teacher says: "Martin, you are a wage earner. You work in the supermarket." "Alice, you are a wage earner, you work in a dress factory." etc.

They dramatize the work they do. The teacher gives out play money as wages that they earned. (Children may be given uneven amounts to illustrate that some wage earners receive higher wages than thers.)

For more mature children, dramatize how taxes are collected by various government agencies.

The teacher plays the part of President.....

"We need money from wage earners to pay the mailmen for their help, to build a new post office, to keep the army in good order, or to take care of people who cannot work. Wage earners need to help by paying taxes."

Children give some of their wages to buy these services and the taxes are placed in a room pool.

(At other times, the teacher plays the part of Governor....or Mayor....and wage earners give part of their money.)

Arrange the class as government workers who receive wages from the tax money--policemen, teachers, sanitation workers, crossing guards, building inspectors, etc.

Make a picture chart of government services that they use, somewhat as follows:

FOR ALL THE PEOPLE

Picture of Mayor....	Picture of Governor....	Picture of President...
(Sketches of pictures of government services -Health Station)	(Highways)	(Post Office)

Develop a cooperative reading chart based on what the children have learned.

Prepare rexograph copies for children to paste into their notebooks.

Families Pay Taxes

Families pay taxes when they buy things.
Families pay taxes when they buy cigarettes.
Families pay taxes when they use a car.
Families pay taxes on wages (income).

Children bring in pictures or sales checks, tax stamps, tax forms, etc., to illustrate their own notebooks.

Play a game in which one child pantomimes a government service and the group guesses what it is.

Show a filmstrip from the series, Our Community Workers (51450). How do the workers help "all the people"? What other government services do you think are needed in our community? How can people in the community get t-ese services?

Read together the story, "Helen Helps Our Families" in Our Working World: Families at Work. p. 227-8. It is about a public health nurse. Let children tell some of their experiences with a nurse.

GOVERNMENT PROVIDES EDUCATIONAL SERVICES

We Build a School: A Case Study

Clarify or reinforce children's understanding of why schools are important.

Discuss with children:

Why do you come to school? Why is it a good idea for all children -- rich and poor -- to go to school?

Can you think of times when you wish that you could read or write better?

Where does the money come from to build a school?

If we were to build a school, what do we need to find out?

Where we will build the school in the community.

What kind of school it will be--primary, intermediate, high school, or college.

Who does the work of building the school.

Draw a large outline of a school building on a wall chart.
Children recall some jobs of building workers from a previous theme, and they dramatize--digging, putting up girders, bricks, etc.

Children add to the drawing classrooms with desks, chairs, chalkboards, cupboards, etc.

Who goes to the school.

Fill up the seats with pupils drawn to represent various ethnic groups.

Who works at the school.

Add at appropriate places - teachers, health workers, lunchroom workers, custodians, etc.

Invite the principal to follow the "construction" of the school at different stages. Ask his advice as needed.

Invite other first-graders to see the school building and to make suggestions.
Would you like to go to this school?
What shall we add to the outside of the building?
Why is a playground part of a school?
Dramatize how we would explain our school to a new child in class.
Discuss with the children why it is important to take care of school property, such as books, supplies, equipment.
Children listen to a tape recording (WNYE Neighbors and Friends Series) "This is Our School"--school building and people in it.
They talk over what they have learned.
What does it tell us that we did not know?
They listen to another tape in the series--policeman, postman, fireman, health worker--and tell how each provides a service to "all the people."

GOVERNMENT PROVIDES RECREATIONAL SERVICES

A Safe Place to Play

Present children with another familiar community service for study.

Show pictures in the series, Recreation is....(Urban Education, 290.594.41)

Ask children to tell why places to play are considered important in the community. Why do government agencies need to pay for playgrounds? (A service that individuals could not afford to buy for themselves.)

Talk about the play areas in the community. Where do you like to play after school?

Plan a walk to the local public playground.

Children demonstrate how they use the different pieces of equipment.

They use appropriate vocabulary as they demonstrate:

I go up the stairs and down on the sliding pond.
I swing way up high on the swing.
I ride up and down with my friend on the seesaw.
I build a tunnel in the sandbox, etc.

Children tell how they are careful as they use the playground.

- Why is it a good thing to play in a playground rather than on a street?
- Do children ever get hurt there? Why?
- What can we do so that other children won't get hurt?
- What can we do so that we don't get hurt?

Children interview the park man to find out what his duties are.

They ask him to tell what children should do to keep the playground clean and safe.

They look at the condition of the equipment--a broken swing, sand strewn over the pavement, etc.

- What happened? What do you think caused it? What can we do ti improve the condition of the playground?

In the classroom, children plan a campaign to keep their playgrounds clean and safe.

They make posters or signs with help from the teacher.

They display the posters in selected areas, with permission from the principal.

They read together a story, "A New Place to Play," Hunnicut, et al, We Live With Others, New York: Singer, 1963, pp. 35-44.

- What did these children do to get a better place to play?
- How could we get a new place to play in our community?

Children make up and dramatize a debate to decide if the community can use a new playground or vest-pocket park.

- They choose a side: a) I think we need a playground even if we have to pay more taxes. b) I think it will cost too much money and I don't want to pay taxes.
- They invite parents, principal, another class to hear the debate.

PEOPLE SHOULD USE SERVICES WISELY

To help children put into practice ways of using government services wisely, plans visit to neighborhood and playground.

Let us look at the equipment.
Which slides, swings, etc., are broken and cannot be used?
How do you think that they were broken?
Why would it be better if the equipment were in good condition?
What can we do to get the equipment repaired?

Discusses with children what the letter should say. Writes as children dictate.
Reads letter to children.
    How should it be signed to show it came from a group rather than from one person?
Plans to walk to mail-box with children to mail letter.
When reply arrives reads to class.
Asks class what they wish to do if repairs are not made.
If repairs are made, asks class what they should do.
Reads story to show that clean water is a service we need and use.
Lucy Sprague Mitchell, "How the Singing Water Got to the Tub", in Favorite Stories Old and New. Garden City, New York: Doubleday & Company, Inc., 1942.
    Where is there water near us?
    Why is it better to have water piped into our homes than to scoop it up from puddles, rivers, etc."
    Where does the government keep the water that comes from the rivers, etc. in the story we read?
    Tells the word "reservoir" if not offered by the children.
    Why does the government ask us not to waste water?
Plans trip to reservoir so that class can see the vast storage of water.
Leads discussion and answers questions.
Ask children to imagine "What Would Happen?" in certain instances:
    If the playground were closed down.
    If someone took away all the books from the public library.
    If the traffic lights went out of order.
Invite the crossing guard to come to class to discuss safety in the street.
Children may become interested in her work and ask questions:
    Areyou a police lady? Why do you wear a uniform?
    How long do you have to stay on the job each day?
    How did you learn what to do?
    Who pays you?
Refer once more to the community map. Show location of some government services.
Plan with the children ways of keeping the school building and playgrounds safe, clean, and attrative.
Share learnings with other children in the school through a corridor display, a presentation to the Civic Club or Student Council, or a drawing for the school newspaper.
Keep abreast of news items dealing with taxes, public leaders, community changes through the bulletin board or in daily conversations.
For a special occasion, such as Election Day, show a motion picture which all first-graders might share: A Community Keeps House (Film Associates, Los Angeles, California).

THEME C: GOVERNMENT SUPPLIES SERVICES TO MEET PEOPLE'S NEEDS

FOR PUPILS: SELECTED BIBLIOGRAPHY

AUTHOR	TITLE	PUBLISHER	COPY-RIGHT
Barr, Jene	Mr. Zip and the U. S. Mail	Whitman	1964
Barr, Jene	Policeman Paul	Whitman	1952
Burton, Virginia	Katy and the Big Snow	Houghton	1943
Bridges, William	Zoo Pets	Morrow	1955
Chase, Francine	Visit to the Hospital	Grosset	1957
De Brunhoff, Laurent	Babar Comes to America	Random	1965
Elkin, Benjamin	True Book of Schools	Childrens	1958
Flack, Marjorie	Wait for William	Hale	1935
Garn, Bernard	Visit to the Dentist	Grosset	1959
Goodsell, Jane	Katie's Magic Glasses	Houghton	1965
Hastings, Evelyn	Playground Fun	Melmont	1955
Hastings, Evelyn	Postmen	Melmont	1957
Hoff, Syd	Why Will Be My Friends?	Harper	1960
Hoffman, Elaine	More Friendly Helpers	Melmont	1954
Hoffman, Elaine	Our Friendly Helpers	Melmont	1954
Lenski, Lois	Little Fire Engine	Oxford	1946
Liang, Yen	Skyscraper	Lippincott	1958
Locke, Edith	Red Door	Vanguard	1965
MacDonald, Golden	Red Light, Green Light	Doubleday	1944

A-V MATERIALS

16mm. SOUND MOTION PICTURE FILMS

276.731	HELPERS IN OUR COMMUNITY
561.91	WHAT IS A NEIGHBORHOOD

FILMSTRIPS

4499.12	OUR PARKS AND PLAYGROUNDS
51905	LEARNING HOW TAXES PAY FOR SERVICES
43810	BIG CITY U.S.A. (Set of 9)
44920	COMMUNITY HELPERS #2 (Set of 5)
44890	COMMUNITY HELPERS #1 (Set of 6)
59470.12	HOUSES
63120	WORKERS FOR THE PUBLIC WELFARE (Set of 9)
51450	OUR COMMUNITY WORKERS

FLAT PICTURES

290-594.41	URBAN EDUCATION SERIES: A CITY IS.......	
N.L.	THE EARTH, HOME OF MAN	Silver Burdett Co. 79.5
N.L.	HOME AND COMMUNITY HELPERS A 890 MY COMMUNITY A 1531	D. C. Cook Publishing Co.

RECORDINGS

Item	Label	Title	Vendor
5699	CRG	Let's Be Firemen	Materials for Learning
5734	YPRC	The Little Firemen	Materials for Learning
7621.40	Bowmar	Community Helpers	Stanley Bowmar Inc.

THEME D: COMMUNITIES ARE INTERDEPENDENT

Food is a basic need of all families and is part of each child's daily experience. The food industry was selected for this grade to develop concepts involving division of labor, specialization, and interdependence. The study of food may be approached through all three topics here developed. Teachers may, however, select only one or two of them to promote the desired understandings. The criteria are the experiential background, maturity, and attention span of the particular group, as well as the materials available.

The learning activities which follow suggest ways in which history and social science concepts can be developed through a study of food. For science and health learnings relating to food the teacher will refer to courses of study in those curriculum areas.

HOW DOES NEW YORK CITY GET FOOD?

Call attention to the variety of foods through discussion with children.

What foods do we eat for breakfast, lunch, and dinner?
Where does Mother get the food she serves?
Could your family grow the foods they eat?

Kinds of Foods

List on chalkboard or chart (in words or pictures) foods children mention. With the help of children, classify the foods as:

Foods from Animals	Foods from Plants
Meat	Peas
Fish	Carrots
Eggs	Pineapple
Chicken	Cereal
Milk	Rice

Ask questions about the sources of some of the foods mentioned: Where do foods come from? Where does milk come from? Where does meat come from?

Do you know where bananas come from? What kind of climate is necessary to grow bananas, apples, corn, etc?

Discuss ways in which the class will find answers to their questions. The teacher will select foods to be studied according to the interests and background of the children and the resources available.

Prepare charts which will be a guide to further study.

We Want to Find Out

Where does our food come from?
Where does our milk come from?
Where does our meat come from?
Where does corn come from?

How We Will Find Out

We will ask our parents and other people.
We will ask the storekeeper.
We will look at pictures.
We will look at books.
We will look at filmstrips.
We will listen to records.
We will listen to stories.
We will take a trip.

Use large pictures of different kinds of farm animals and food. (See Figures 22, 23, 24, and 25). Elicit from the children answers to questions, such as:

A Dairy Farm

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We will take a trip.

Use large pictures of different kinds of farm animals and food. (See Figures 22, 23, 24 and 25). Elicit from the children answers to questions, such as:

A Dairy Farm

Where does milk come from?
What kind of animals do you see on this farm?
What do cows eat?
What kind of buildings are on a dairy farm?
What machines does the farmer use?
How do you think the farmer takes care of the cows in cold weather?
Are there dairy farms near our community?

ANIMALS WE USE AS FOOD

What kind of food do we get from animals such as these?
Can you find out what food the animals eat?
What other animal foods do we eat?

Figure 22.

PLANTS WE USE AS FOOD

How many vegetables can you recognize?
In how many different ways do we eat plants?
Is it true that when we eat animal food we are also eating plant food?

Figure 23.

A DAIRY FARM

Why is this called a dairy farm?
Why are the cows standing outside the barn?
What are the farm buildings in the background used for?

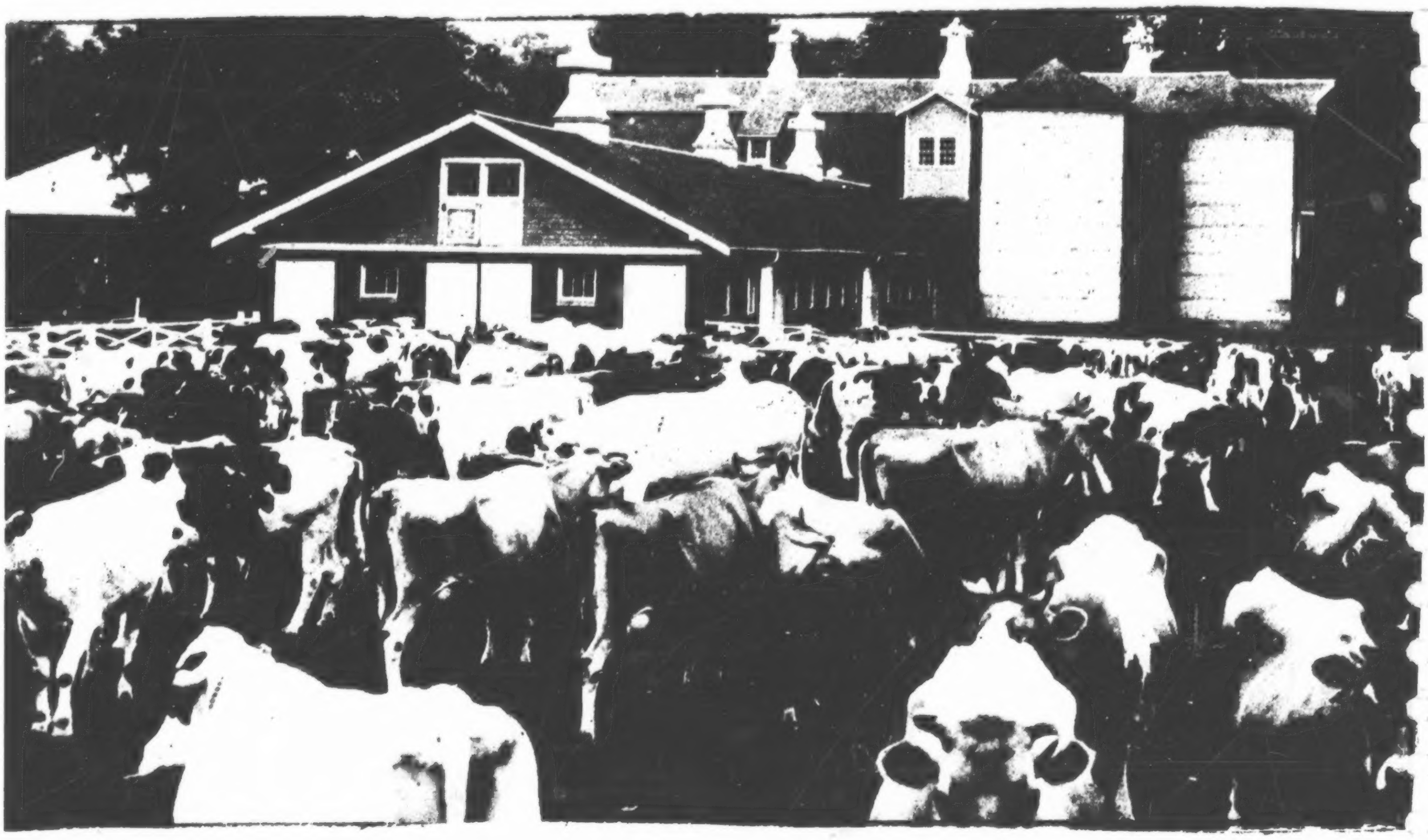

Figure 24.

A PINEAPPLE FARM

Can you tell how the pineapples grow on the plants?
Why do you think the rows are so even?
Find Hawaii on a globe and trace the route of a ship carrying pineapples.

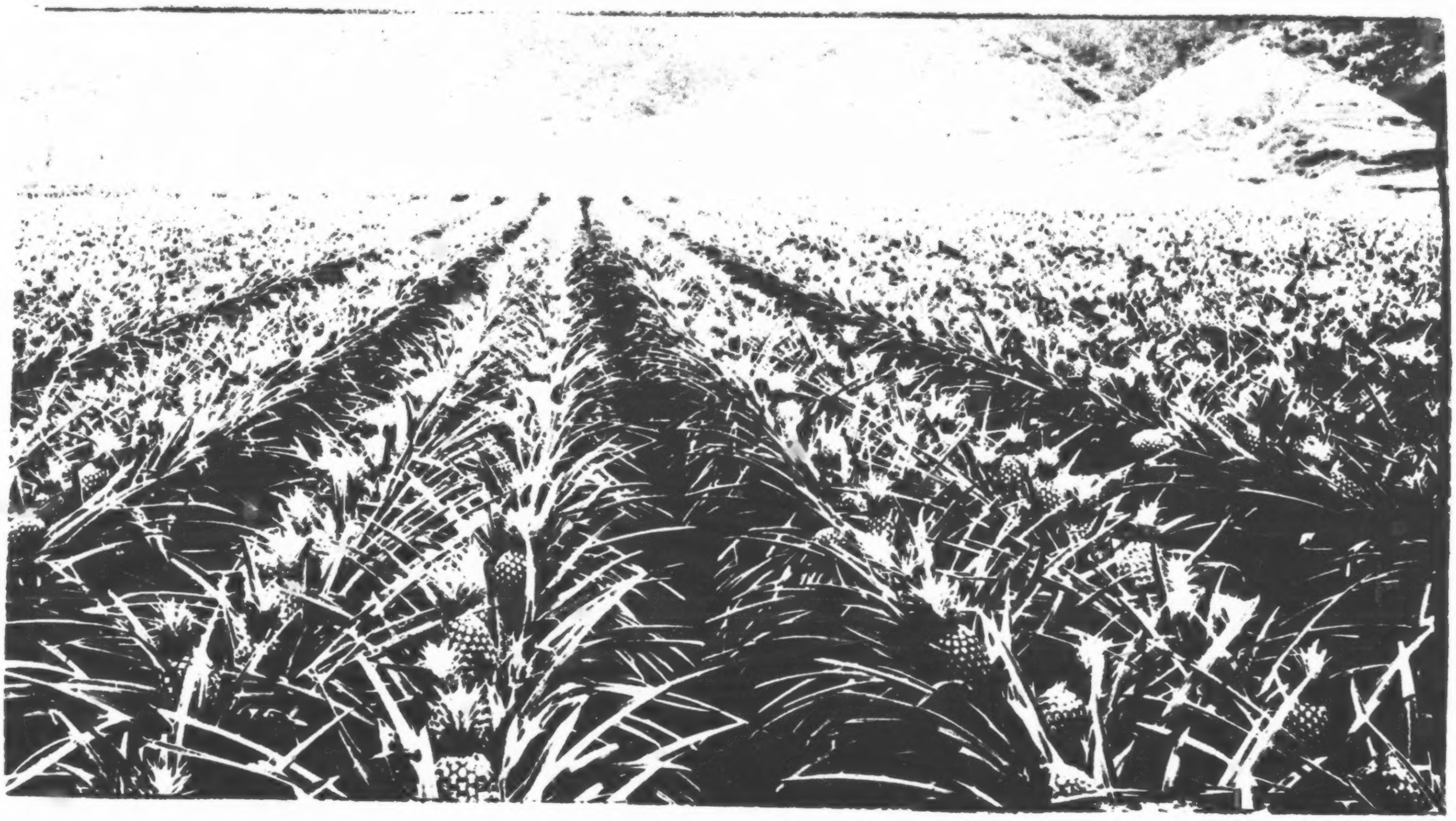

Figure 25.

Plants We Use As Food

Where does corn grow?
Does corn grow in cold weather?
Does corn grow without water?
Does corn grow without sun?
How do machines help the corn farmers?

(Understandings about other kinds of farms can be developed in the same way.)

Review the kinds of farms by showing the film, Machines That Help the Farmer (Film Associates of California, Los Angeles). Can you name some of the machines?

Use filmstrips (on successive days), such as those in the series, "Farm Fathers" (46050), "Life on a Large Ranch" (46040.11), "Life on a Small Farm" (46040.12), "To a Farm" (48970.12).

Show selected portions of each filmstrip to find answers to such questions as:

Where does meat come from?
How do cowboys work on a ranch? What is a ranch? What machines do farmers use?

Guide children in constructing a farm with blocks or drawing one on a floor diagram. They use symbols or toys to show buildings, farmers, machines, animals, etc. They dramatize the work farmers do.

Visit the school library to find picture books about farms. The children may read for themselves; the librarian may select one story to read aloud.

Plan cooking experience with children. Obtain apples, sugar, knife, stove, and pot. Discuss the routines to be followed when cooking such as washing hands, washing fruit, being careful of hot stove, etc.

Write recipe on a chart which children will follow and check off.

How to Make Applesauce

Wash 6 apples.
Cut into quarters.
Put in saucepan.
Cover with water.
Cook until very soft.
Add sugar to taste.
Strain through large sieve.

When applesauce is cool, serve in baking cups with plastic spoons. Encourage children to comment on taste, texture, color, etc. and compare to raw apple. Help children to understand that cooking lends variety and is also a way of preserving fruit.

Rexograph recipe for children to take home for use with family.

Discuss with the children how they think we depend on the help and cooperation of many people to get our food.

Children prepare booklets in which they show:

Why farmers are important to city people.
Why workers in food factories are important.
How workers in food stores help us.

They draw pictures or use pictures cut from magazines and newspapers.

Play a matching game to match the kind of farm to the food:

dairy	apples
poultry	meat

Does corn grow without sun?
How do machines help the corn farmers?

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Why farmers are important to city people.
Why workers in food factories are important.
How workers in food stores help us.

They draw pictures or use pictures cut from magazines and newspapers.

Play a matching game to match the kind of farm to the food:

dairy
poultry
ranch
wheat
fruit
vegetable

apples
meat
spinach
flour
tomatoes
eggs
turkeys

Tell for one week the names of foods eaten in the lunchroom. Make a list of the foods on a chart and help children discover the variety in their menu.

From Farm to Store

Plan an imaginary meal and trace on an outline map of the United States where the foods may come from. Children refer to West, South, North or East as they follow the foods to the source.

Children look at pictures of children shopping in Supermarket by Baugh and Pulsifer, (Chandler). They compare with their own picture of the trip to the supermarket.

They dramatize shopping at a supermarket in their own "store" and invite another class to share the experience.

Play a cumulative game of foods, e.g., (a la "This is the House that Jack Built").

I am an orange. Who plants my seeds? (Child calls on another child).
I am an orange grower. I plant the seeds. Who sprays the bushes?
I spray the bushes. Who picks the oranges?
I pick the oranges. Who packs them in crates?
I pack them in crates. Who drives the truck to market? etc. etc.

Call attention to the many ways in which foods are sold.

Show different kinds of packaged food.
Use actual foods, samples, labels, wrappers, or pictures.
Include examples of bread products, canned foods, frozen foods, dried, and powdered foods.

Ask children to tell in how many ways their mothers buy some foods at the store; e.g. peas, milk products.

Discuss with the children:

Why are foods canned? Why are foods frozen? How are some foods stored from farm to market?

Help children to become aware of the many steps involved in the processing of milk.

Show a filmstrip; e.g., "Milk from Cow to You" (62350.11).

How does the milk get from the farm to the store?
What machines are used in the dairy?
How is the milk kept clean?
Why do dairy workers rush to get the milk processed?

At a second showing of the filmstrip, let the children pantomime the steps.

Who will work at the pasteurizing machine?
Who will work at the bottling machine?
Who will work at loading the trucks?
Who will drive the trucks?
Who will be the milkman?

Display some picture books about milk processing for children to browse through.

Take the children to the lunchroom when the milk supply is being delivered. Introduce the milkman and ask him to tell where the dairy is located in the community.

Arrange a display of dairy products using containers from milk, cheese, butter, which children bring from home.

Read stories relating to the dairy farm and dairy products:
Wesley Dennis, Flip and the Cows, N.Y.: Viking Press, 1942.
Virginia Kahl, Away Went Wolfgang, N.Y.: Scribner, 1954.

Plan a demonstration of the processing of canned foods, as might be done in Hawaii or Puerto Rico. One such food may be the pineapple.

Arrange a display of fresh and canned pineapple. Ask children to read the labels or to guess from the pictures what the contents of the cans may be: sliced, chunks, crushed, or pineapple juice.

Start with the fresh pineapple. Help children recall where the pineapple may have come from, using a picture of a pineapple field and the location of Hawaii or Puerto Rico on the map.

Peel the skin; cut the fruit into slices and some of it into chunks. Ask the children to compare these with the pictures on the cans and use the appropriate word as they taste the pineapple. "I like fresh pineapple slices." Or "I like fresh pineapple chunks."

As the teacher slices the fruit, let the children discover where pineapple juice comes from.

Prepare the fruit for cooking.

Write a recipe on a chart which the children will follow and check off.

How to Cook Pineapple

1. Peel the fruit and slice it.
2. Boil 1 cup of water and 1/2 cup of sugar for five minutes.
3. Add the fruit for 2 minutes.
4. Place in can or jar.

Ask each child to taste a piece and say, "I like cooked pineapple slices," or "I like cooked pineapple chunks."

Why is it a good idea to cook pineapple? Help children to understand that cooking lends variety and is also a way of preserving the fruit.

Describe and demonstrate how cooked pineapple may be preserved in cans or jars.

Place the cooked fruit in a can or jar, add the cover, imitate the operations of steaming under pressure. Add the label and the can is ready for shipping.

Review the steps in canning as children watch the filmstrip, "Preserved Foods," (46200.19). Compare the canning process with quick-freezing, also shown on the filmstrip.

Suggest that children make their own pictures showing how a kind of fruit or vegetable is grown and then canned or frozen. The pictures can be made into a movie.

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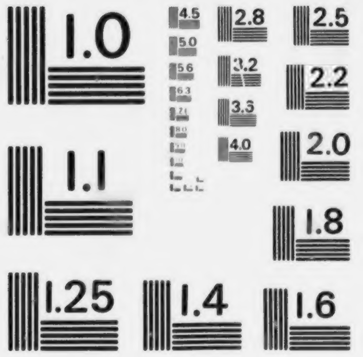
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Shopping for Food

Food is a need common to people everywhere. Review this concept with the children by showing pictures of people in our country and in other lands buying food.

Food and Nutrition, (A1532, packet of 12 pictures)
D.C. Cook Publishing Co., Elgin, Illinois.

Develop the idea that families have differences in the foods they select to buy and cook.

Read aloud the story, "Kenny Learns About Food and Mothers" (pp.18-23), Kenny and Jane Make Friends by Elizabeth Vreeken.

What would Kenny's mother buy at the store to prepare lunch?
What would Manuel's mother buy?
Where do mothers in our community buy their food?

Help children make a survey of different kinds of food stores in the community.

Take a "looking walk" around the neighborhood to find food stores.
Ask parents where they buy food.
Mark the location of food stores on a map of the community.
Arrange pictures drawn by the children on a bulletin board or easel.
Each store window would be marked (with help from the teacher) Bakery, Fish, Meats, Supermarket.

Discuss: Why do we need many kinds of food stores in the community?

Plan a trip to the supermarket.

Before the trip:

Discuss the trip with the supervisor, secure his approval and obtain written permission from each parent.

Make necessary arrangements with the supermarket personnel.

Invite parents (one or two) to accompany the class. Acquaint them with the purposes of the trip and ask them to play to buy a few items for the family.

Arouse interest of children through planning purchases for a class party.

Review with the children trip behavior and routines; e.g., staying close to buddies, watching the teacher or mothers, speaking in a soft voice, following safety rules. Record on a chart and on rexographed sheets how the class behaves on a trip.

The teacher may borrow school camera to record the highlights of the trip. The photographs may be used in a variety of ways to help children recall what they saw and to draw inferences from the information they gathered.

Develop a planning chart with the children.

AT THE SUPERMARKET

We will find out how the supermarket is different from other food stores.

We will see how many kinds of food they sell.

We will meet the manager and ask him questions:

Why do they have self-service?
What jobs do people have in the supermarket?

3

During the trip:

The children greet the manager, practice good audience behavior as he takes them on a tour of the store.

Individual children ask questions that had been previously planned. Other children ask spontaneous questions.

The teacher helps children relate what they see to what they have previously learned. She listens to children's remarks to note special interests and any misconceptions.

She helps children to relate their observations to the purposes for coming.

The children observe as the class mothers make their purchases. They notice other persons at the checkout counter and tell if they are also buying food for their families.

If planned, members of the class participate in selecting and paying for items for a class party. The other children name the coins that are given as change.

After the trip:

Encourage children to recall what they saw and learned.

Did we find out what we wanted to know?
Did we learn how a supermarket is different from other kinds of food stores?
Why do you think a supermarket has self-service?
How many kinds of jobs did we see?

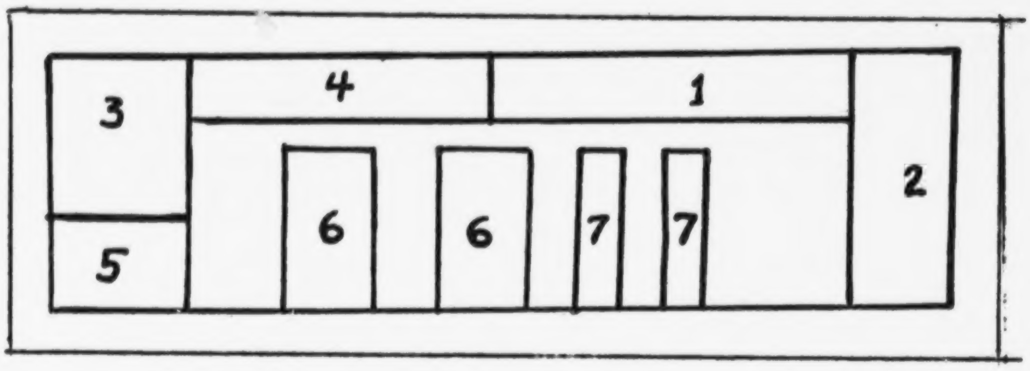
Develop an experience chart of the trip highlights.

Write a thank you letter to the manager.

Help the children draw a layout of the supermarket.

Where will you find the meat section?
Steer your shopping cart from the right side of the store to the different sections. What are some items you would pick?
Why are there two canned food sections?
Why are there two checkout counters?

Diagram of the Supermarket



The Supermarket

1. Meats	4. Dairy products	7. Checkout
2. Fruits and vegetables	5. Bread and cake	
3. Frozen foods	6. Canned foods	

THEME D: COMMUNITIES ARE INTERDEPENDENT

FOR PUPILS: SELECTED BIBLIOGRAPHY

AUTHOR	TITLE	PUBLISHER	COPYRIGHT
Butler, Roger	Let's Go To An Automobile Factory	Putnam	1961
Buchheimer, Naomi	Let's Go To A Candy Factory	Putnam	1958
Dennis, Wesley	Flip and the Cows	Viking	1942
Goodspeed, J. M.	Let's Go to a Supermarket	Putnam	1958
Green, M. M.	About Apples from Orchard to Market	Melmont	1960
Green, M. M.	Everybody has a House and Everyone Eats	Scott	1961
Hoke, Helen	Factory Kitty	Watts	1949
Ipcar, Dahlov	Ten Big Farms	Knopf	1958
Jones, John	Let's Eat Out	Melmont	1965
Kahl, Virginia	Away Went Wolfgang	Scribner	1954
Martin, Patricia	Little Brown Hen	Crowell	1960
Schloat, G. W.	Milk For You	Scribner	1951
Shannon, Perry	About Food and Where It Comes From	Melmont	1961

A-V MATERIALS

16mm. SOUND MOTION PICTURE FILMS

205.621	EVERYONE HELPS IN A COMMUNITY MACHINES THAT HELP THE FARMER EGGS TO MARKET FARMER DON AND THE CITY
153.01	THE DAIRY FARM (2nd Ed.)
229.01	PRIMARY CIVILIZATION SERIES: FOOD
449.95	PEGGY AT THE FARM

FILMSTRIPS

45230.11	VEGETABLES FOR THE CITY
45640.11	SUPPLYING FOOD FOR OUR CITIES
46040.11	LIFE ON A LARGE RANCH
46050	FARM FAHTERS (Set of 5)
527751.4	THE FARM
55635.1	NEIGHBORHOOD FISH STORE, THE
61110	VISIT TO A SHOPPING CENTER
44500	CITY COMMUNITY, THE (set of 12)
45000	COMMUNITY WHERE YOU LIVE (set of 10)

46040 FARM AND CITY SERIES (SEt of 4)
48970.1 LET'S GO AND LEARN --TO A CITY
4938- LITTLE TOWN, U.S.A.(Set of 5)
59450.18 PEOPLE OF OTHER NEIGHBORHOODS
62350.11 MILK FROM COW TO YOU

RECORDINGS

2716 Adventures of Marty
7037.12 Food Helpers

SUGGESTED LEARNING ACTIVITIES

THEME E: CHANGES OCCUR IN THE COMMUNITY

First grade children are often very perceptive of change--changes in the family, in the classroom, in clothing worn by the teacher or classmates, in school, personnel, in weather or season. The program in history and the social sciences helps them to see social, political, and cultural change as a pattern of history.

Children become aware of change as a factor in the lives of people and in the development of communities. They begin to acquire a sense of change in relation to their own growth and that of younger or older individuals. They learn that there was a "long ago," "olden days", or "yesterdays." They also begin to anticipate changes that may happen in the future as they speak of "tomorrow," or "when it is my birthday," or "when I grow up."

In this theme, children have opportunities to plan and execute change as when they rearrange centers of interest or change the routines of the day. They learn how the community has changed, they see examples of urban change, they stretch their imagination to guess the changes that may take place in the community by the time they are grown.

Yesterday and Today

Help children to develop an understanding of time changes.

Start a folder of things we want to remember after we leave Grade 1.

Children bring in news items.
They draw pictures of an event they want to remember; e.g., the magician who came to school, the pet rabbit, etc.
As items are contributed, the children evaluate the event to decide if it is an important event and one they will want to remember.

At intervals, children look over the class "history" folder and recall some of the events. They are helped to understand that the more recent events are at the beginning of the folder, and what is near the bottom happened "long ago" or a few weeks ago, etc.

On the occasion of a child's birthday, he may want to start his own scrapbook of things to remember, "I Am Six."

What do I want to remember?
What I look like (a snapshot), what my school friends look like, what my family looks like, etc.
Things I am learning to do (roller skate, tie a bow, write my name, etc.)
Pictures I have made or a letter I wrote.
How I am growing (chart of height and weight growth).
What is happening?

Start a time line. Use a calendar for past, present, and future activities.

Mark off the "count down" days until we go to the zoo, etc.
Mark off each day, indicating weather.
At the end of the month, place the month's calendar page on the line for the year.

Help children to develop a sense of sequence of growth by arranging pictures:

infancy to old age.
child's own pictures since he was born.
parent's record of growth since he or she was born.
sisters or brothers growing up.

Invite a visitor to tell children about life in First Grade when he was young.

Why Things Change

Guide children to observe change in various forms.

Discuss with them:

Changes in our size and appearance.

We grow and our clothes get small, we get bigger appetites , we eat different foods.

How do we know when change takes place? (Note growth chart, clothing feels tight, etc.) Children bring in a sweater or hat that is outgrown.

Families change.

The size of the family changes. How?
Furniture is changed. Why?
New appliances are added--toaster, washing machine, television set, bicycle, new car, etc.
The family moves to a new location. Why?

Communities change.

Houses and streets need to be repaired as they get old.
Families move away to a newer or more attractive community.
Community improvements take place--new traffic lights, new kinds of street lights, mail boxes, public buildings, parks, etc.
New families move in; new places to work, shop, have fun, go to school.

Does change ever stop?

What makes things change? Is change always good?

Plan an activity with the children that will involve planning for change.
Re-arrange the centers of interest.
The book corner is too close to a noisy activity.
It is too crowded and needs more space.
The easel is too far from the cleanup area.
The display on the science table is too old; new things to touch and feel and try out are needed!

How can we improve our bulletin board for this week?

Children rearrange seats to make new friends.

Children and teacher decide to change the schedule because of weather conditions, the arrival of a visitor, or a special event in the school.

Encourage children to tell about changes that they observe in the community or school. Is change always for the better?

Ask children with help of parents to tell about a building in the community that is very, very old. Assemble information for a looking walk, and mark some landmark sites on the community map.

Select drawings showing change to submit to the school newspaper or for display in the corridor.

Yesterday, Today and Tomorrow

Help children imagine the community at the time of settlement or before.

Take the class to an open area (a park), beachfront, wooded section.
Tell them the story of an Indian child, such as Little Elk, whose family might live here. What kind of house would they build? Where would they go to get food? Place on library table books about Indians. Discuss with class.
Jessie McGaw, Little Elk Hunts Buffalo, New York: Nelson, 1961.
Terry Shannon, Running Fox, The Eagle Hunter, Racine, Wis.: Whitman, 1957.
Flora Hood, Something For The Medicine Man, Chicago, Ill.: Melmont, 1962.

Arrange a display of pictures about New York at the time of settlement, such as those distributed through the Museum of the City of New York, or dioramas and realia from the American Museum of Natural History, or the Brooklyn Children's Museum.

Use stick puppets to dramatize how life has changed since colonial times. Pretend the puppets are colonial children coming to visit now.

Read to the children: Mabel Harmer, The True Book of Pioneers, Chicago, Ill.: Children's Press, 1957. Elicit from the children what differences they see between activities of long ago and today.

Carry out an activity of colonial times--making butter, dipping candles, weaving.

Find out how the local community has changed. (Local newspapers may have pictures and historical data on file.)

Plan a visit to a landmark--a monument or home--and explain why it is being preserved.

Make a list of street names or names of settlement houses, etc. that relate to a historical person or event--Washington Heights, Van Cortlandt Park, The Bronx, Bowne House, etc. Help children to understand the reason for the name.

Invite an old time resident to tell how the community looked when he or she was a child.

Show children how change takes place in the community in our time.

Take advantage of a local construction or redevelopment project.
Why is the community being changed? Who decided what to do?
Take a trip to such a project.
Display news items about the local project--the groundbreaking ceremony, the opening ceremony attended by the Mayor or other officials.

Talk over with the children how the project will change the community--a new expressway, a housing development, or a shopping center.

Read about community change in other communities.

See Greenfield, USA (pp. 118-19); You and the Neighborhood, (pp. 17-22)

Stretch the imagination to discover what the community may look like in the future.

What would you like to see in the community when you grow up?
Draw pictures of our community in the future (marinas for docking boats or heliport on the roof; gardens in the streets and restricted areas for cars, etc.)

Show picture of family moving. (Figure 26.)

What change is taking place in the life of this family?
What change is taking place in the community?
What does the little boy take with him to his new home?

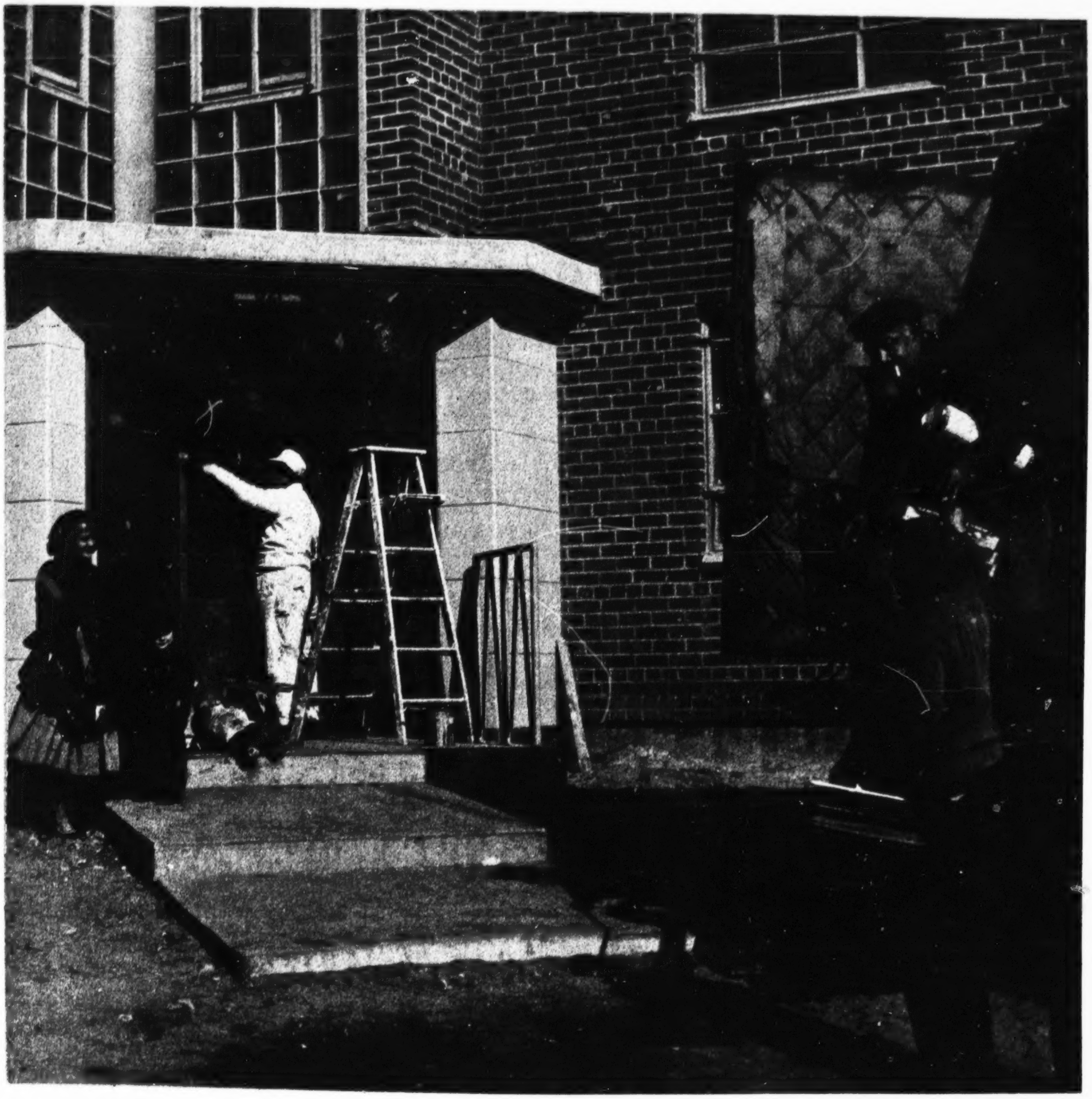
Children present a flannelboard story to show ongoing changes in a community.
Virginia Burton, The Little House,
Boston : Houghton Mifflin Co., 1942.

Seasonal changes
Local improvements--a road
Community changes--houses, elevated trains, skyscrapers, subways, etc.
The little house is moved back to the country.
Children add an original ending to the story of the house. What happens to it after it is returned to the country.

Children build a city using boxes painted to represent stores, houses, factories, schools, etc.
Arrange streets cut from colored paper.
Examine completed project and discuss with class.

MOVING INTO A NEW HOME

What change is taking place in the life of this family?
What change is taking place in the community?
What does the little boy take with him to his new home?



By permission of New York City Housing

Figure 26.

A shopping center is built at the end of a highway that will happen to the traffic on the highway; what will happen to the stores in the center of the community?

A large housing project is built in the community. what will the incoming families need? How will it change the stores, the schools, the recreation areas, etc.?

Plan a trip with the children to the Museum of the City of New York or suggest such a trip to parents. (First Grade teachers may be able to arrange a visit on a Tuesday or Friday.)

HOW OUR COMMUNITY MAY CHANGE AS WE GROW UP

Provide pictures of new type of architecture. (Photographs of buildings being constructed in New York City may serve as example.)

Children search in newspapers and magazines for pictures of new buildings, new forms of transportation, new types of furniture, new fabrics, new type telephone, etc.

Make scrapbooks using labels; e.g., TOMORROW, or COMING SOON, or NEW LIVING, etc.

Help children understand that the population will be larger and will need more services.
Read story. Wanda Gag, Millions of Cats, New York: Coward McCann, 1928.

Why couldn't the man and woman keep all the cats even though they loved cats?
Where could they get all the food and milk to feed so many cats?
When millions of people live in a city, how can they get sufficient food and water?

Relate future needs to technological developments in securing necessary water and food. Read to children and discuss:

Herman and Nina Schneider, Let's Look Under the City, New York: Wm. R. Scott, 1954.

Mary Elting, Water Come-Water Go, Irvington-on-Hudson, New York: Harvey House, 1964.

THEME E: CHANGES OCCUR IN THE COMMUNITY

FOR PUPILS: SELECTED BIBLIOGRAPHY

AUTHOR	TITLE	PUBLISHER	COPYRIGHT
Burton, Virginia	Little House	Houghton	1942
Clerk, Ann Nolan	Little Indian Pottery Maker	Hale	1955
Gag, Wanda	Millions of Cats	Coward	1929
Hood, Flora	Something for the Medicine Man	Melmont	1962
Krauss, Ruth	Big World and the Little Mouse	Harper	1949
Marine, Dorothy	Moving Day	Dial	1963
McGaw, Jessie	Little Elk Hunts Buffalo	Nelson	1961
Shannon, Terry	Running Fox, The Eagle Hunter	Whitman	1957
Skaar, Grace	Little Red House	Scott	1955

A-V MATERIALS

16 mm. SOUND MOTION PICUTRE FILMS

125.40	CITIES, HOW THEY GROW (2nd Ed.)
500.9	STORY OF A CITY--NEW YORK

FILMSTRIPS

485	AMERICAN PIONEER (Set of 6)
44530.17	WHY AND HOW CITIES GROW
44818.18	LIVING IN THE CITY
47820	INDIANS OF THE EASTERN WOODLANDS
59950	NEW YORK CITY (1653-1953)

RECORDINGS

8500	AMERICAN INDIAN MUSIC OF THE SOUTHWEST
0111	LONESOME HOUSE

SUGGESTED LEARNING ACTIVITIES

THEME F: COMMUNITIES OBSERVE SPECIAL DAYS

The theme grows out of special-day observances — patriotic, family, school, class, or even individual. It builds confidence as each individual feels himself part of a culture-group. Newcomers to the class become part of the group too, when they learn local customs and folkways. They, in turn, contribute to the rest of the class by teaching some of their folkways—legends, heroes, ways of celebrating special days, phrases in their language, songs, dances, games.

The theme is also related to the children's daily experiences and their interpersonal relations. The ways of democratic living become part of the pattern of everyday life and children grow in understanding why and how the people in our country practice democratic methods.

This theme is ongoing throughout the year and may be related to other themes in the program or planned as independent learning activities.

SPECIAL DAYS

Plan activities which focus upon special days relating to individual children in the class.

Have children mark their birthdays on the calendar as they occur for the week or month.

Plan and have monthly birthday parties for all children celebrating birthdays during a particular month.

Build a background for understanding similarities and differences in the way families celebrate special days such as: birthdays, holidays, a new baby in the family, a wedding party, etc.

Help children understand what makes a day special to particular people, to the community, to the nation. Discuss with children, "A Special Day in My Family." Children draw pictures of a family celebration. Captions under each picture tell the occasion being celebrated. Children arrange bulletin board displaying captioned pictures and read them aloud. Bring to children's attention the special days relating to the seasons; e.g. the first day of spring. Plan a neighborhood walk to search for signs of spring. Repeat the walk a few weeks later to notice changes as season progresses. Celebrate the first day of spring by planting some fast growing seeds in class; e.g., dried lima beans. Note that this is one of many ways to commemorate the advent of spring.
In what other ways can we celebrate the coming of spring?

Introduce rhythmic activity as a way to celebrate the coming of spring.
"Hey! Hey!"
(Adapt words to season using spring activites; e.g., plant seeds, roller skate, etc.)

Read and discuss a book about many special days.
John Purcell, True Book of Holidays and Special Days, Chicago: Children's Press, 1955.

OUR COUNTRY

Children learn the story of our country through celebrating special days which relate to our American Heritage; e.g., Thanksgiving. Read story of the first Thanksgiving.
Alice Dalgliesh, Thanksgiving Story, New York: Scribner, 1954.
What was the name of the new baby born at sea on the way to America?
What did the Pilgrims eat during the first winter?
In what kind of houses do they live?
Show pictures of Indians, Puritans.
What did the Indians teach the new settlers in America?
Why did the Puritans prepare a feast? What is a feast?
Why did the Puritans invite the Indians?
What did they eat at the First Thanksgiving?
Whom did the Puritans thank?

Prepare a poem to be used as a choral chant by class at a Thanksgiving celebration.
Ralph Waldo Emerson, "Thanksgiving,"
The Sound of Poetry, Boston: Allyn and Bacon, Inc. 1964, p.373.

Display and discuss pictures of American holidays
"Holidays and Special Occasions"
(Twelve large colored pictures in each packet about one holiday.)
Silver Burdett Primary Social Studies Picture Packets, Morristown, New Jersey: Silver Burdett, 1966.

- Columbus Day
- Thanksgiving Day
- Christmas Around the World
- United Nations Day and Brotherhood Week
- Lincoln's Birthday
- Washington's Birthday
- Flag Day and Independence Day.

To familiarize children with meaning, care, and history of the American flag:

- Demonstrate correct way to display flag.
- Show how to take flag down at end of day.
- Help children learn to fold and put a flag away properly.
- Walk to front of school with class to see how the flag is displayed on a public building.
- Discuss with children meaning of new words; e.g., half-mast, Star-Spangled Banner .
- Tell the story of Betsy Ross and the first flag.
  - Compare a picture of the first flag with our flag.
  - How many stars are there?
  - What do they represent?
  - What do the stripes mean?
  - What does our flag stand for?

Organize opening exercises including salute to the flag, Pledge of Allegiance, and singing of first and fourth stanzas of America. Explain meaning of "pledge," "allegiance," etc. Show and discuss pictures of flags and of children saluting the flag.
Families and Their Needs, Morristown, New Jersey: Silver Burdett Company, 1966, pp. 110-111

CUSTOMS AND FLAGS OF OTHER NATIONS.

Display the flags of other nations at appropriate times; e.g., flag of child coming from another country; that of a visitor to the school; that of a country in the news; of a country visited by the teacher or principal; etc. Show the range of flags on exhibit at the United Nations (kit from UN).

Play a recording of a patriotic song from another country in the native language.

Teach children a word of greeting in that language. Sing song of greeting in other languages.
"How Would You Say Hello?"
The Magic of Music, Boston: Ginn and Co., 1965, p. 7.

Arrange activities involving the special days that represent local customs; e.g.,
Plan a trip to see the parade in the Chinese section of Manhattan during the Chinese New Year celebration.

Observe Puerto Rico Day by singing Spanish songs and by having Spanish food at a class party.
"El Coqui," Sing a Song with Charity Bailey, New York: Plymouth Music Company, Inc., 1955.

Read stories about a special day in the life of a child in another culture. After reading and discussing the stories, permit the children to choose the story they wish to dramatize.

Jeanette Brown, Keiko's Birthday, New York: Friendship Press, 1956.
Thomas Handforth, Mei Lei, New York: Doubleday, 1938.
Sue Felt, Rosa-Too-Little, New York: Doubleday, 1950.
Ezra J. Keats and Pat Cherr, My Dog Is Lost, New York: Crowell, 1959.

DEMOCRACY IN ACTION

Provide opportunities for children to engage in planning and carrying out class activities.
- Use a "Helpers' Chart" to remind children of their responsibilities.
- Discuss plans for parties, trips, etc. with group.

Encourage children to participate in civic activities.
- They participate in a schoolwide campaign to keep the playground clean.
- They bring to school outgrown toys, books or other articles for Junior Red Cross, etc.
- They raise funds for UNICEF at Halloween time.
- They plan and carry on a campaign for a new playground in the community.
- They take part in a water conservation program.

Plan a party with parents to which parents bring one food from the country of their origin to this "International Party". Request parents to dress in native dress, if possible, and to entertain with songs and dances.

Read with the children the picture story of Five Friends at School by Peter Buckley and Hortense Jones. Holt, 1966.

Sample dialogue from story:

> "We're putting up pictures of the things we saw in the stores the other day," Andy said.
>
> "What are you doing?"
>
> "Ramon and I are choosing pictures for our scrapbook," William answered.
>
> "We don't need this picture, Andy, do you want it?" asked Ramon.

Suggested questions:
- Can you tell what the children are doing?
- What are Ramon and William doing?
- What is Andy doing?
- Do the children work well together?
- How do they share with one another?

Follow the boys and girls in the story to the completion of their project.

Engage children in a discussion dealing with their own interpersonal problems.

Should Tommy share the block corner with Alan?
Should Alan expect him to share it?

What would be the fair way to behave? Which children think Tommy should share his book? Which children think Alan should be allowed to look at the book? (Take a vote, count the vote, announce which point of view won the majority vote.)

Help children recognize the fairness of abiding by majority rule.

Plan together how to greet and help a new child to class.

Arrange for the election of a class president.

Children talk over why they will vote for one or the other of the candidates. They learn to take a stand and make a decision. They learn, too, that the decision of the majority is accepted by all.

Explain the meaning of voting for government officials at Election Time in the community.

Display pictures of the candidates on a bulletin board.

Add newspaper stories about each of the candidates.

Listen to candidates on radio or TV.

Take a poll of the children to find out how they would vote.
Compare the results with those on Election Day.

Suggest that they go to the polling place with parent to see the procedure and machines used.

THEME F: COMMUNITIES OBSERVE SPECIAL DAYS

FOR PUPILS: SELECTED BIBLIOGRAPHY

AUTHOR	TITLE	PUBLISHER	COPYRIGHT
Brown, Jeanette	Keiko's Birthday	Friendship	1956
Brown, Margaret N.	The Little Fir Tree	Crowell	1954
Dalgliesh, Alice	Thanksgiving Story	Scribner	1954
Felt, Sue	Rosa-Too-Little	Doubleday	1950
Handforth, Thomas	Mei Lei	Doubleday	1938
Keats E. and Cherr P.	My Dog is Lost	Crowell	1959
Moore, Clement C	The Night Before Christmas	Garden City Books	1954
Purcell, John	True Book of Holidays and Special Days	Children's Press	1955
Zolotow, Charlotte	The Bunny Who Found Easter	Parnassus	1959

TEACHER REFERENCE

Bailey, Charity	Sing a Song With Charity Bailey	Plymouth	1955
	The Sound of Poetry	Allyn and Bacon	1964
	The Magic of Music	Ginn	1965
Withers, Carl	A Rocket in My Pocket	Holt Rhinehart	1948

A-V MATERIALS

16mm. SOUND MOTION PICTURE FILMS

438.93	Our Country's Flag

FILMSTRIPS

45640.38	Your American Citizenship
46500	Freedom's Flag
47330.1	Columbus Day
47330.12	Thanksgiving
47340.11	Independence Day
47340.12	Lincoln's Birthday
47731.12	Washington's Birthday

DISC RECORDINGS

Item	Label	Title	Vendor
5583	YPRC	Christopher Columbus	Materials for Learning
5759	Argosy	Little Songs on Big Subjects	Argosy Music Corp.
5820	CRG	Silly Will (Interdependence)	Materials for Learning

SPECIAL ACKNOWLEDGMENTS FOR GRADE 1

During the 1966-67 school year, the materials for this grade were evaluated by Alice Harwood, Assistant Director, Bureau of Early Childhood
Rebecca Winton, Director, Bureau of Early Childhood
Martin Glassner, Principal P.S. 42 Man.

Revisions in the course of study (and learning activities) were prepared by,
Ruth Baylor, Supervisor, Bureau of Early Childhood
Florence Jackson, Acting Assistant Director, Bureau of History and Social Sciences.

Additional editorial services were provided by
Murray Sussman, Principal, P-179-Q.

Florence Jackson served as editor and supervised the preparation of the final draft of the manuscript.

FEEDBACK REPORT - COURSE OF STUDY -- PRELIMINARY FORM A

TO: Teachers and Supervisors in Pilot Schools and Other Personnel Concerned with Evaluation of Curriculum Materials

DIRECTIONS

Some evaluators may wish to write anecdotal records and personal annotations directly on the Preliminary materials. You may submit these with this report and a new copy of the materials will be returned to you.

*If any of your answers to questions 1-5 are No, please indicate specific reasons, suggestions or recommendations for remedying condition.

1. Were the themes satisfactory? Yes___ No___*
2. Did the content outline provide minimal knowledge and information? Yes___ No___*
3. Could you develop concepts suggested for each theme? Yes___ No___*
4. Did the concepts from the disciplines spiral from the previous grade? Yes___ No___*
5. Were the outcomes realizable for most of the class? Yes___ No___*
    a. Understandings? Yes___ No___*
    b. Attitudes and appreciations? Yes___ No___*
    c. Skills? Yes___ No___*
6. Please indicate specific additional comments, suggestions and recommendations with reference to overall course of study and individual themes and subsections.

(You may use other side and additional sheets)

COURSE OF STUDY - GRADE ________

Prepared by ____
(name) (school) (position or license)

Pilot teacher ____________________

Supervisor ____________________

Other ____________________

Return to: Dr. Leonard W. Ingraham, Acting Director,
History and Social Sciences
110 Livingston Street
Brooklyn, New York 11201

Feedback Report Due April 11, 1968

FEEDBACK REPORT - LEARNING ACTIVITIES — PRELIMINARY

FORM B
(Page 1)

To: Teachers and Supervisors in Pilot Schools and Other Personnel
Concerned with Evaluation of Curriculum

DIRECTIONS

Some evaluators may wish to keep an anecdotal record and personal annotations on the Preliminary Materials. You may submit these with this report together with Learning Activities you developed. A new copy will be returned to you.

If any of your answers to questions 1-7 are No, will you please indicate specific reasons, suggestions or recommendations for remedying the condition.

1. Were the Emphases for each theme clear? Yes___ No___*

2. Were students able to derive concept(s) from the activities? Yes___ No___*

3. Were Inquiry and Discovery techniques used where possible? Yes___ No___*

4. Were the suggested activities and approaches concrete enough? Yes___ No___*

5. Was there an adequate number of:

Lesson plans? Yes___ No___*

Studies in depth? Yes___ No___*

Problems? Yes___ No___*

Questions? Yes___ No___*

Exercises on methodology of a discipline? Yes___ No___*

Exercises on Skills Yes___ No___*

Provisions for individual differences Yes___ No___*

Exercises on formulation of hypotheses, the making of inferences, etc. Yes___ No___*

6. Were the evaluative suggestions satisfactory for

Knowledge and skills (cognitive)? Yes___ No___*

Attitudes, appreciations and values (affective)? Yes___ No___*

7. Were learning materials and resources for students satisfactory? Yes___ No___*

   a. Teacher references? Yes___ No___*
   b. Pupil references? Yes___ No___*
   c. Paperbacks? Yes___ No___*
   d. Programed instructional materials? Yes___ No___*
   e. Filmstrips? Yes___ No___*
   f. Games or manipulative devices? Yes___ No___*
   g. Transparencies (commercially produced)? Yes___ No___*
   h. Transparencies (school produced)? Yes___ No___*
   i. 16mm motion pictures Yes___ No___*
   j. 8mm single-concept films? Yes___ No___*
   k. Records? Yes___ No___*
   l. Other? Yes___ No___*

8. Please indicate specific additional comments, suggestions and recommendations and evaluation with reference to Learning Activities.

   (Refer to theme, item and section)

9. What alternative approaches have you tried and/or what recommendations do you have with regard to specific themes, items or sections?

10. Please indicate which learning activities may have been omitted or need fuller treatment. (Refer to theme, item or section)

(You may use additional sheets)

LEARNING ACTIVITIES - GRADE__________

Prepared by____
(name) (school) (position or license).

Pilot teacher ________
Supervisor ________
Other ________

Return to: Dr. Leonard W. Ingraham, Acting Director,
History and Social Sciences
110 Livingston Street
Brooklyn, New York 11201

Feedback Report Due April 11, 1968